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In "Football of the Future...the Lateral Pass," Andy Kerr discusses past and present trends in football. Four diagrams illustrate the commonest forms of passing attacks.



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Manager and first baseman,
New York Giants
Bill Terry wrote the article on baseball. It's entitled "Signal Systems as used in the Big Leagues," and in it Memphis Bill tells all about defensive and offensive signs.



Dean B. Cromwell,
Track Coach, University
of Southern California
Dean Cromwell reviews methods of training and discusses outstanding track and field athletics in his article on the Olympics, entitled "Track and Field in the Olympics."



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Basketball Coach, University
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Eastern Intercollegiate
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SPEED

3

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A team of lightweight speed hounds would look equally silly against Strength *plus* Strategy. Their line would hold about as much as a sieve someone had used for 22 target practice. Their own tackles would gracefully run three times around the opponent's interference, finally get into the ball carrier and be pushed in the face for impoliteness.

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JACK LIPPERT, Editor OWEN REED, Associate Editor

The editor will be glad to consider any manuscripts and photographs submitted to him for publication, if accompanied by stamped addressed envelope for return, if unsuitable.

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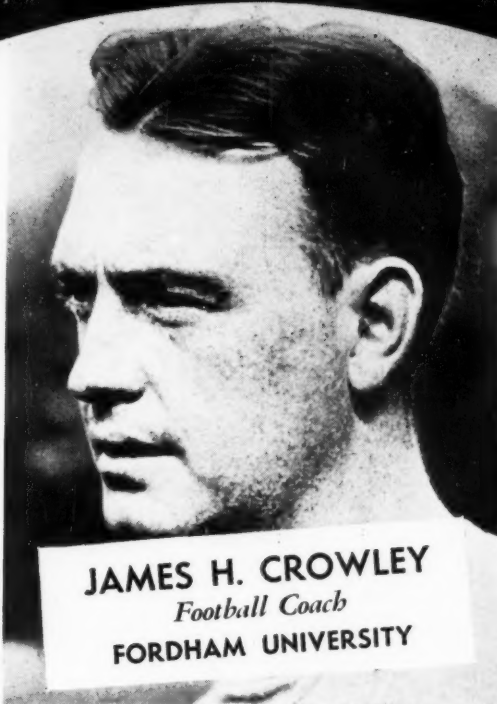
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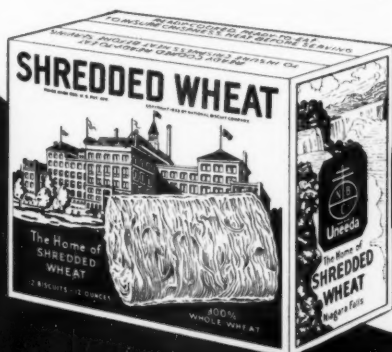


JAMES H. CROWLEY
Football Coach
FORDHAM UNIVERSITY



COACH CROWLEY'S RULES OF COMPETITION

1. Play your best. You owe it to the opponents as well as your own team.
2. Keep the *spirit* of the rules as well as the *letter* of them.
3. Treat visiting teams as guests.
4. Act as guests should when you are playing away from home.
5. No one likes to lose, and the sting of defeat is not easy to take. But do not give vent to your feelings. Keep them to yourself.
6. Be in condition by getting plenty of rest, eating proper food, building your body carefully for the test of strenuous exercise.
7. Profit by your mistakes, by getting at the reason for them. Then you will be less likely to repeat them in the next game.
8. Keep your mind on the game, not on the referee or the crowd.
9. If the referee seems to have made a mistake, he may be questioned politely by your captain. All other players should keep quiet.
10. The test of a first class competitor is in how calm and self-possessed he keeps himself in emergencies, when the going is tough.
11. If you are injured, or winded, do not try to conceal the fact from your captain. It may be to the best advantage of your team, and yourself, to leave the game.



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PUT YOUR HAND IN THE GAME WITH THIS PLAY!



Many a coach has discovered that it's a smart play to put Shredded Wheat on the training table.

It helps build stamina and energy! And that's powerful interference for *any* line of attack.

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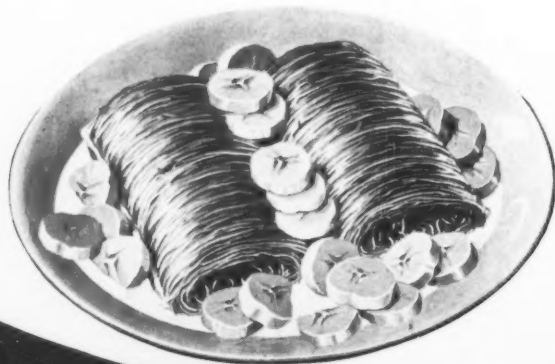
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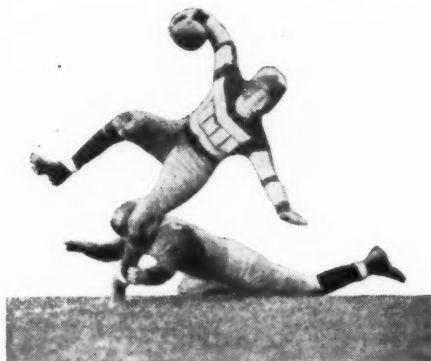


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HERE BELOW

There is no physical education! The road away from war. At the next turn stands the German mockery on sportsmanship, fair play.

Give way to the new

WE were intrigued by the argument put forward by Seward C. Staley in his new book* in favor of killing off the name physical education and substituting something which avoids the suggestion that you can educate the body separately from the mind, spirit, soul or whatever else the old concept called for. Professor Staley says there is no physical education, and we are with him there. If football, for instance, is supposed to be *physical* education then what about all the character that has been built on the gridiron these many years? Obviously there is more to football than the exercising of muscles. There is more than this to every sport. Physical education is for horses. Our dog Tinker has physical education, and sometimes we are moved to think that he has a lot more. But human beings, sane and presumably civilized, have *sports education*.

Athletics and war

WHATEVER small part sports can play in helping man to a solution of the greatest problem with which he is faced—the problem of finding a substitute for war—will be worth the effort. The theory that war results from an accumulation of excesses of energy which the mass of people have no other way of releasing, is widely accepted. Popular attention was focused on the theory early this summer by H. G. Wells in the third of his series of articles for *Collier's* on "The New America." The sub-title of this article was "Release of Energy." (*Collier's* for June 1, 1935).

In the July *Harpers* along came Leo C. Rosten showing a strong inclination to sports as something we should hang on to for dear life, and go on developing as a vital contribution toward peace on earth. Mr. Rosten called his article "Men Like War":

To the pacifist war may signify horror, to the economist folly, to the philosopher barbarism; but to the mass of

men it means many precious things: romance to the miserable, action to the inhibited, power to the impotent, reward to all the unnoticed. The release of terrific tensions and the gratification of terrible impulses—that is war.

What peaceful pursuits can man find for himself in this industrial, electrical epoch to give him enough action, power, reward so that he will not need to go off to war shooting his fellow men? Well-ballyhooed sports may be one of them, says Mr. Rosten:

It is quite conceivable that substitutes for aggression can be properly dramatized and ballyhooed into significant psychological proportions: prize fights, football games, inter-city, inter-state and inter-nation competitive sports. We should devote as much money, attention, and energy to the Olympic Games as to disarmament conferences.

Educational leaders have long been convinced of the "moral equivalent" and "energy outlet" value of sports within the realm of school and community. What sports leader cannot produce evidence of this from his own experience: The erstwhile class war between the juniors and the seniors, culminating in an afternoon of vandalism in which school property would be destroyed and personal animosities inflamed, is now replaced by a sports contest in which the juniors, instead of trying to render the seniors toothless, attempt to out-score them by means of a more civilized activity.

It may seem naïve even to suggest that nations engaged in intra-national and international sports are closer to peace than they would be otherwise. It would seem naïve and absurd to boot, if the claim were made that sports alone could do this. No one is making this claim.

Germany and the Olympics

MR. ROSTEN'S theory that we should devote as much money, attention and energy to the Olympic Games as to disarmament conferences is a timely point for projection into the current controversy over whether the U. S. should send a team to Garmisch-Partenkirchen for the winter games and Berlin for the main event next summer. The continued persecution of the Jews in Germany, the suppression of civil liber-

ties, the muzzling of the press, place Germany so far beyond what our own conception of a sovereign state should be that we hesitate to visit them for the playing of games the essence of which must be sportsmanship and fair play. It would seem a mockery on these virtues to join in obeisance to them with and in a country that has gone so far in the other direction in the treatment of many of her own people.

Germany is spending millions of dollars and putting forth a tremendous effort to stage the Games with the greatest color and flare she can produce. And when Germans go in for this they do an impressive job. Few will object to this, but many of us will object to the exploitation of the Games to serve the ends of Hitlerism. The Games are being used as a sounding board for Nazi propaganda. Pointing to the presence of teams from all the great nations of the world, Nazi propagandists will interpret this to the German people as evidence of foreign sanction of Nazi policies.

Even so should we boycott the Games? The boycott is a dangerous weapon, and if used in this instance might very well make matters worse for those in Germany whom we intend to help. And, even here in our own land of the comparatively free, the boycott would only increase the bitterness between American Jew and American German. Racial strife is a terrible thing and we don't want to do anything to make it worse than it is. It is likely to be more humanitarian to go to the Olympics than to stay away from them, and we say this with a full realization of the hell that Germany has made for so many of her people.

And, of course, our own linen isn't clean. As much difference as there is between our treatment of the Negro and Germany's treatment of the Jew, to the average German this difference seems artificial, and brought about by rationalization.

And if we don't go to Germany for the Olympics where would we consider going? Would it be Italy or Japan?

*Curriculum in Sports (Physical Education). See review on page 32, this issue.



"Chuck" Taylor

LACELESS BASKETBALL

The Advanced Type Ball for Official Play

With the adoption of the laceless basketball for official play, the game enters a new stage of development. The elimination of the lacing with its necessary reinforcement material not only provides a smooth, even contour, but makes possible a really perfect balance which insures truer bounce and more accurate throw and augurs for more precise play.

The Wilson Official Laceless Basketball was designed and developed with the counsel and under the supervision of "Chuck" Taylor, recognized by coaches and players throughout the nation as one of the foremost exponents of the game. He is retained on the Wilson advisory board and every Wilson Official Laceless Basketball carries his signature and endorsement.

This new ball is made from the choicest selection of leather obtainable and double lined by the counter stress method which permanently prevents shape distortion. The moulded one-piece bladder with Wilson improved patented rubber valve is double tested against possibility of leakage. To be sure of getting the best in laceless basketballs, be sure to look for the "Chuck" Taylor signature.

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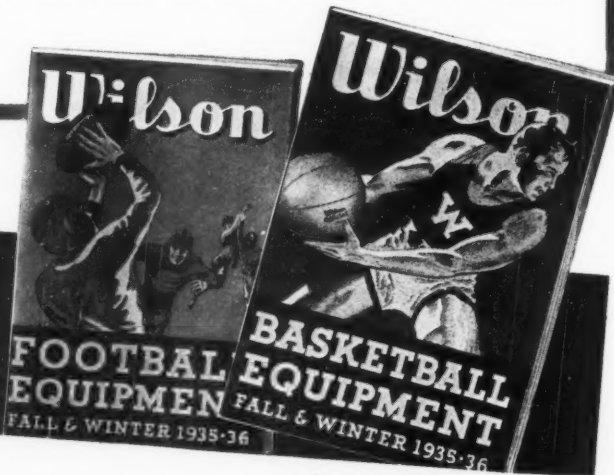
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Wilson

SPORTS EQUIPMENT



COACHING SCHOOL REVIEW

**Highlights of the summer football season;
the game is dissected at coaching schools**

J. B. "Jock" Sutherland

Head Coach, Univ. of Pittsburgh

AT Northeastern University Coaching School, Boston, Dr. Sutherland gave a course consisting mainly of the details of play construction, the tactics and the timing of clearing the way for the ball-carrier.

"The plays as I give them to you here," Sutherland said, "are exactly as we use them at Pitt." He diagrammed at least forty plays, and analyzed them from every angle.

The Pitt system and success is obviously built on power plus speed. Pitt guards fairly fly out of the line when they go to lead interference.

Candidates for the guard positions who have tendencies toward heavy-footedness are drilled in pivoting and sprinting until they either are good enough for the job or second-rate enough to be on the bench.

Pitt linemen in pulling out use the so-called pivot or cross-over method. Unlike the method demonstrated by Coach Anderson in the pictures on the front cover, the method Pitt uses calls for the first step by the foot farther removed from the direction in which the player intends to go; and there is no diagonal step back.

"We prefer this pivot cross-over to the diagonal step back because we think it is a split-second faster," Sutherland said. "But your men must be able to handle this additional speed, or you will have them running into the ball (as when the guard has to cross behind the center) and getting tangled up among their own teammates."

The pivot cross-over puts still another premium on first class supporting line play. This method, because there is no step back on the pull out, keeps the linemen-pulling-out closer to the line of scrimmage than they would be if they had used the step-back method.

Most high school coaches use the step-back. It is obvious that the other requires a much more accomplished player than the high school coach usually has.

The Pitt emphasis on high speed was noted in the following key-note remark by Coach Sutherland, which would make a nice slogan for a sign in the locker room, if you go in for that sort of thing:

"The essential thing about a football player is being able to run and to take care of himself in running."

"Being able to run" includes a great deal more than speed afoot, as every football coach knows. Sutherland brought out these other requirements as he diagrammed and talked about his plays.

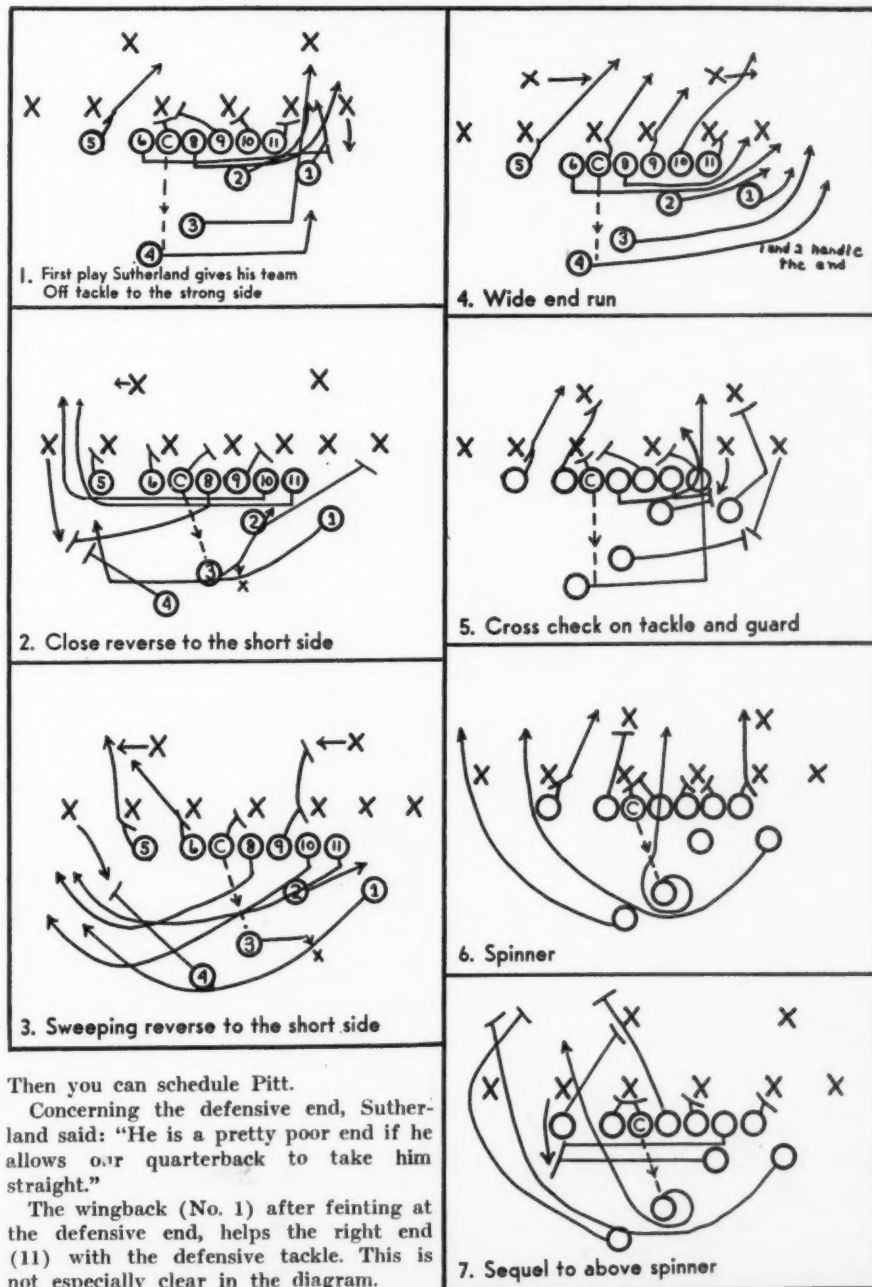
Take for instance the movements of his quarterback, the player designated by No. 2 in the first play on this page, the off tackle to the strong side. Also observe how the wingback functions on this play. It is up to these two to clear the defen-

sive end out of harm's way, and they have to put on a variety of acts to do it. That is the weakness of a diagram of a football play: the alternatives are missing. Usually No. 1 and No. 2 will handle the end this way: No. 1 will fake a step to the right in the direction of the end, however he comes in, and then slide by him as No. 2, having reconnoitered for the proper angle, cracks him. No. 2 must vary his block, must vary his approach. Sometimes he needn't crack him; a stand-up, "obstacle block" will often be sufficient. Well, when you have your blocking backs doing half their blocks without getting their hands grass-stained, then you have something.

Let's listen to Coach Sutherland as he talks about his wide end run, play No. 4 in the diagrams:

"Here again the quarterback and the wingback work on that end, but the wingback's responsibility is greater than it was in the off-tackle to the strong side, where the wingback ordinarily does not need to touch that end. But on the wide end run the defensive end presents other problems. The wingback is mainly responsible for him. If he drifts the ball carrier must make a quick cut and not attempt to go around him. The quarterback's main job is to see that the end doesn't retrace his steps to the inside once he has come across. The tackles go down. The guards get no particular assignment on the wide end run. They pivot out and take a course two yards behind the line. The fullback will be a detriment to the ball carrier if he does not turn down at the proper

Power as Pittsburgh applies it



Then you can schedule Pitt.

Concerning the defensive end, Sutherland said: "He is a pretty poor end if he allows our quarterback to take him straight."

The wingback (No. 1) after feinting at the defensive end, helps the right end (11) with the defensive tackle. This is not especially clear in the diagram.

time. The center gets the safety man. Don't worry about the defensive linemen coming through on the wide end run if your ball-carrier is fast. Put all power running ahead of the ball-carrier. The turning point for him is 4 to 5 yards outside defensive end's stance position. There is plenty of time for the center to pass, do a little check-blocking and put himself between the ball-carrier and the safety man. The quarterback's first step is a cross-over step. Half the time he can run past the end without touching him."

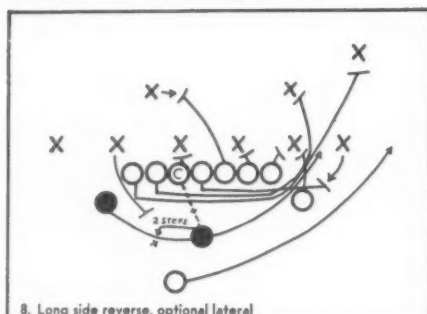
Now hear Coach Sutherland as he talks about his sweeping reverse to the short side, play No. 3 in the diagrams:

"The fullback goes out straight and the wingback takes the ball out of his hand as the fullback holds it out. The fullback takes the ball from the center well in advance. The fullback travels fast, for some-

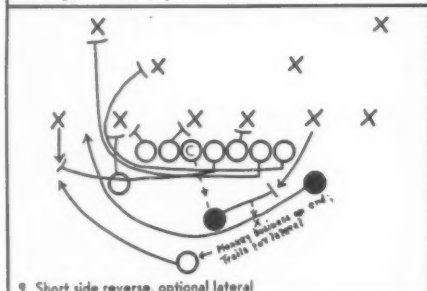
times he keeps the ball and then he would be travelling fast and we want him to look the same on this reverse. After handing the ball to the wingback, the fullback can take a crack at the defensive left end if he doesn't like his looks. The ball-carrier goes deep, and comes in about four yards behind the guard. The running interferers should keep about 1½ yards apart so that one stumbling does not block another. No. 2 does not run to the short side because he may jam things up. The defensive left end and tackle can be disregarded. If the defensive right end starts drifting then keep him drifting. The right guard will see that he is drifting and will help in keeping him that way, in which event the running interference will cut in shorter, and the defensive right tackle will be held a little longer."

Pitt runs the same plays right and left. A lot of coaches don't do this, but Sutherland likes it.

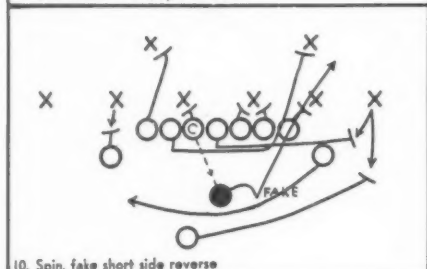
Kerr's deception



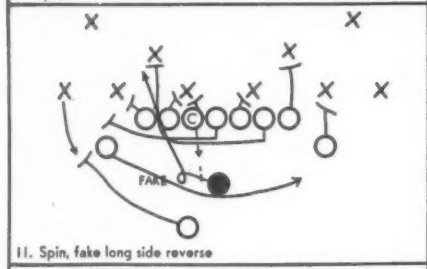
8. Long side reverse, optional lateral



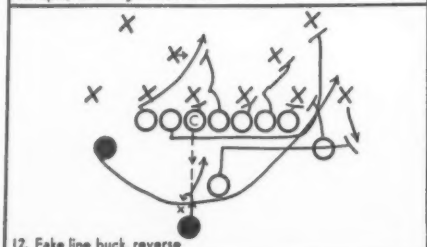
9. Short side reverse, optional lateral



10. Spin, fake short side reverse



11. Spin, fake long side reverse



12. Fake line buck, reverse

Andy Kerr

Head Coach, Colgate Univ.

NOWADAYS Andy Kerr is using the single wingback more often than the double wingback, but at the Northeastern University Coaching School he diagrammed his plays from the double wingback because he and Jock Sutherland (both Warner pupils) were alternating on the platform and had agreed to this procedure.

Kerr's Colgate teams in recent years have caught the public eye through their lateral-passing proclivities — especially their down-the-field laterals which, in a number of Colgate games last year, had the spectators in hysterics and the opponents incredulous.

The N.C.A.A. Football Rules Committee, in the 1935 Spalding Official Intercollegiate Football Guide, states by way of a preface: "The rules for 1935 contain no changes of a fundamental nature." But Andy Kerr sees in the re-wording of the dead-ball rule (Rule 7, Sec. 7, Supplemental Note) the opportunity for going still further with the lateral pass, especially those beyond the line of scrimmage.

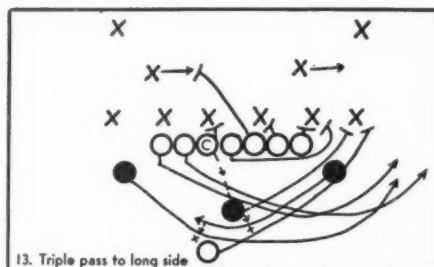
"The change will do a lot to help laterals beyond the line," he said. "A ball-carrier in the grasp of an opponent may complete his play, and the new interpretation will no doubt make liberal allowance for the ball-carrier even though his forward progress is stopped, if he is attempting to pass."

Kerr says tackling technique will have to be changed slightly to meet this new condition. Tacklers who have the opportunity to do so should tackle high in order to obstruct the ball-carrier's arms.

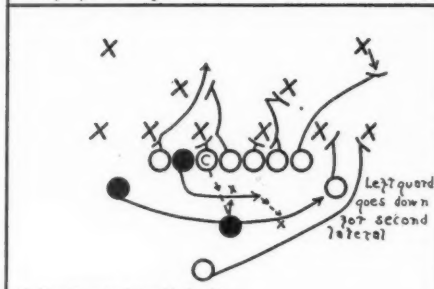
Teams taking advantage of the new rule will instruct their ball-carriers across the line of scrimmage to turn as they see they are about to be tackled, locate the trailing teammate and flip him a backward pass a la Rugby.

The high school teams in the eleven states* using the Official Interscholastic Rules of the National Federation of State High School Athletic Associations, will not have this opportunity, the benefits of which the National Federation Rules Com-

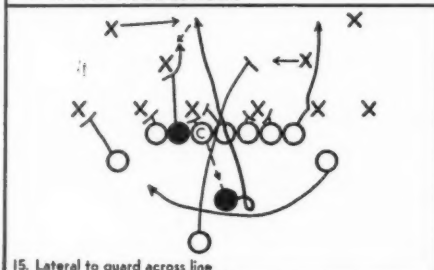
*These states are: Alabama, Illinois, Iowa, Kansas, Minnesota, Missouri, North Dakota, South Dakota, Tennessee, Utah and Wisconsin.



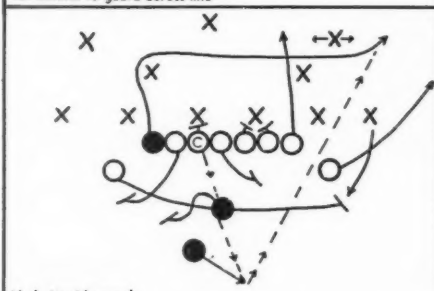
13. Triple pass to long side



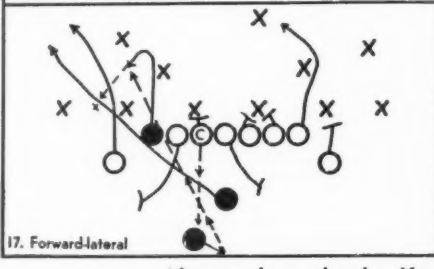
14. Kerr favorite lateral behind line



15. Lateral to guard across line



16. Lateral-forward



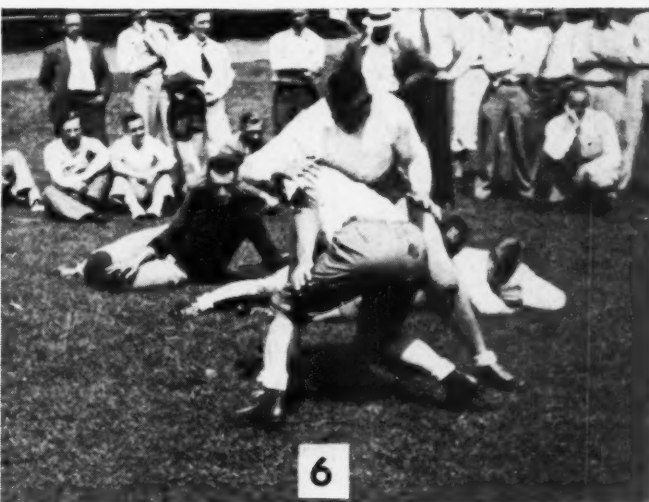
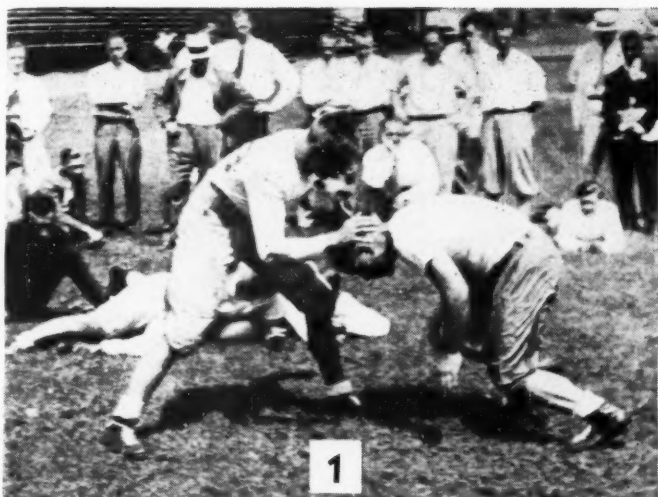
17. Forward-lateral

Above plays also by Kerr

mittee questions. While it will undoubtedly encourage down-field lateral passing and allow forward-passers to hurl passes while they are in the grips of an opponent, the Federation Rules Committee points out the increased danger of injury resulting from the new N.C.A.A. interpretation. So, for 1935 at least, referees working games where the National Federation rules are in force will blow their whistles as promptly as ever when ball-carriers are stopped, regardless of what the ball-carrier is trying to do with the ball.

But whether you are coaching a team using National Federation or N.C.A.A. rules, the down-field lateral pass is a weapon for your boys to use however they can for their own increased enjoyment of the game and the jubilation of the spectators.

[Turn to page 10]



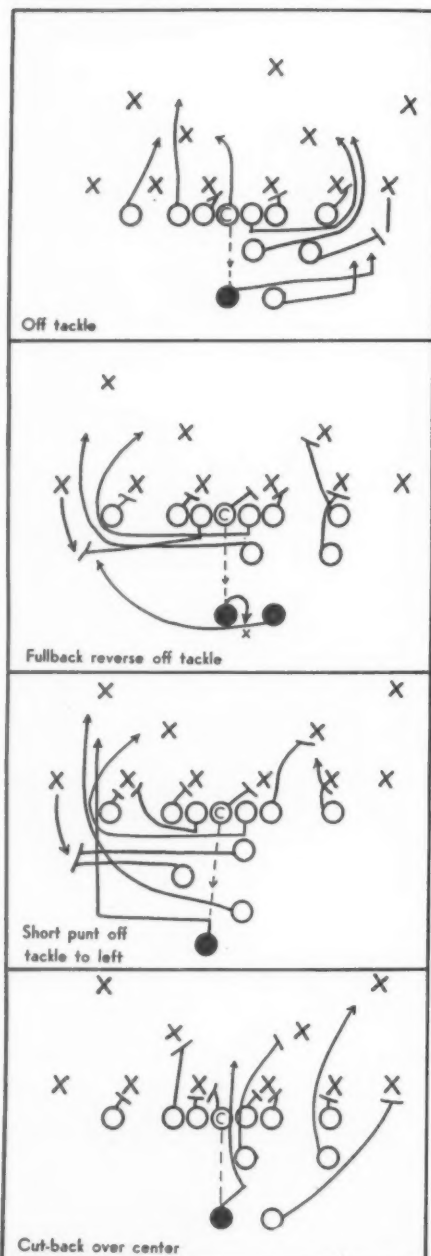
When a defensive lineman has to be taken in the opposite direction from which he is standing in relation to you, it is necessary to employ the kind of footwork that will enable you to put him where you want him. Above Coach Anderson has the task of taking to the right a man who is at his left. His action is plainer than his words, but here are his words anyhow: "Lunge at him with the right foot cross-stepping. Swing around the left foot to get the angle on him. Keep that right foot well close to him, so that you can keep contact and be close to him when the left foot is around and ready for the push and lift."

Lineman getting an angle on a defensive man. Demonstration by Hunk Anderson

Coach Kerr believes the only way to take full advantage of the lateral down the field is to indoctrinate the players with the lateral pass idea. "Make them lateral pass conscious," he says. "They will like it. They will be alert and on their toes looking for lateral pass possibilities as they present themselves on the run. You can't plan these lateral pass plays down the field on paper before the game. The situations arise as they do in basketball, with free players putting themselves in position to take back- or side-passes."

Nevertheless, Coach Kerr has plays in which he sees to it that some definite player is trailing for a lateral, and the play is called by the quarterback for that particular purpose. See his play in diagram 15 where the guard goes through, fakes a block at the back-up of the line, slips under him and takes a back-pass from the crashing fullback as the third line of defense closes in to get the fullback.

Anderson against a 6-man line



"Which is primary in the thoughts of the ball-carrier as he goes through the line of scrimmage—the lateral pass he may make or the yards he may be able to pick up on his run?" was a question put to Kerr.

"The ball-carrier's idea is to get as many yards as he can by running, and so that is his primary purpose," Kerr answered. "The lateral pass is, of course, on his mind, but it isn't an obsession."

Kerr's teams will throw as many as five or six laterals on one run, but only the first lateral may have been in the plans, and all the others were the result of players running behind the play after they had carried out their blocking assignments.

"A lot of our laterals go to the center, after he blocks," Kerr said.

Kerr's favorite behind-the-line lateral is shown in Diagram 14. The fullback takes ball from center, fakes a buck, and the guard takes it off his hand. The guard must not come out too fast, and he must keep low and fairly close to the line. He then uses a basketball push pass to relay the ball to the wingback. A lefthander can use the "forward pass" style of throwing it. Colgate used this play last year on the two-yard line against N.Y.U. and it scored.

"They expected a buck and we started to give it to them," Kerr said. "But it finally wound up to be a run-around. The defense is crashing in this zone, and you sometimes can make suckers out of them."

H. W. "Hunk" Anderson

Head Coach, North Carolina State

AS a demonstrator of line play Hunk Anderson has few, if any, equals.

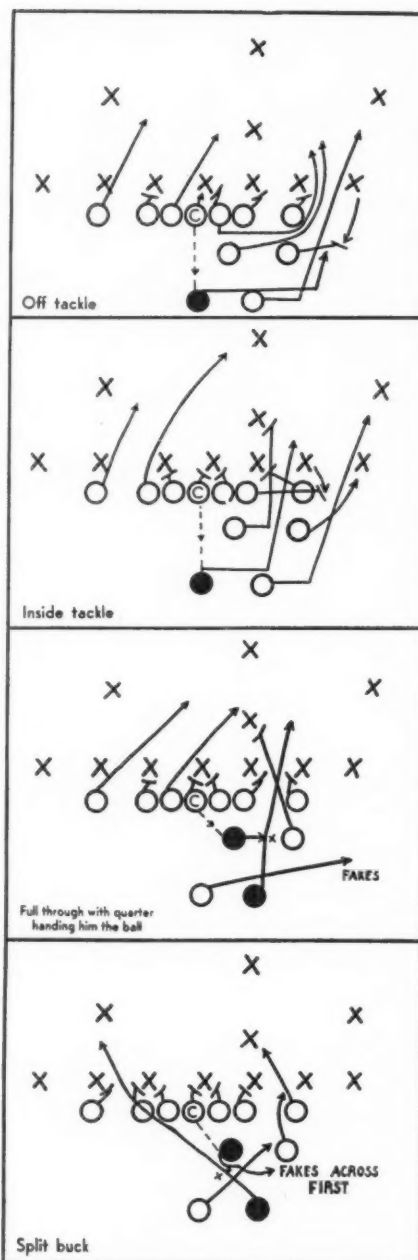
Rugged, forceful, eager to make his points clear, and with a sense of humor that somehow you don't expect from one stripped to the waist and dripping with perspiration at the end of a series of blocks on a hot summer day, the former Notre Dame player and coach is a winner with coaches who seldom get a chance to see the fine points of line play in the flesh.

"The qualifications of a good guard," said Anderson as he came up out of a two-time block at the end of ten minutes of tough action, "may be stated briefly as follows: (1) a long back, (2) short legs, and (3) a very narrow forehead."

Anderson took up the play of linemen, and left the Notre Dame backfield theories to Frank Thomas, Alabama coach, who followed Anderson on the platform at Northeastern University Coaching School. Anderson diagrammed a few plays, to show the play of the linemen. He showed them against a six-man defensive line, and some of them may be seen to the left. Thomas showed some of the Alabama plays against a 7-man line, and a selection of these are also diagrammed on this page.

Some of the highlights of Anderson's remarks on linemen and line play:

Stance: The stance should make for a 4-way balance, so that the lineman has a strong base no matter which way he is bumped. The tail is down, the head up,



Thomas against a 7-man line

the back and neck straight, the driving energy coiled up in the legs, which are well under the body. One foot is slightly in front of the other.

Center: A common fault among centers is their habit of tipping off the play by pointing the ball ever so slightly, or by having their head cocked to indicate the direction the ball will be snapped back. . . . Try to develop "liquid wrists" in your center, so that he can flip the ball back in any direction, at any speed, without giving a tip-off. . . . Center should regulate speed and placement of the ball by the speed of the back travelling to receive it. Notre Dame centers gave Jack Elder a 3-yard lead, but to Schwartz they gave only ½ yard. . . . Backfield men must advise center when ball is not coming back as it should. . . . Centers have it a lot easier now with the 6-man line in general use. . . . Against a 7-man line he has some extra footwork to get in—a short cross-step. . . . The center, after passing, uses a reverse body block in taking a linemen. . . . Don't jam him in. . . . Spot him, contact

him on the shoulder, and stay with him to force him to change his direction . . . On defense a center is a fifth halfback, a second fullback . . . Pick out your best defensive lineman and make him your center on defense—6-2-2-1 . . . He practices with the halfbacks, not the linemen, in group work . . . But he must be able to do all the linemen's tricks—submarine, hip & hand, etc.

Guards: Guards are the fifth halfback on offense . . . Outside foot is always back, in the stance . . . Toe of the rear foot comes to about the instep of the front foot . . . Left guard puts his right hand on the ground . . . Right guard his left hand . . . Do this to make the gap between center and guard look smaller . . . In pulling out of line, guard pushes off with hands, and may fake one direction and go the other . . . Guard play is requiring more and more deception of this sort . . . Like the center, the guards must take care not to tip off the direction of the play . . . Guards use the "coiled spring charge," stance for which is explained under stance . . . Important part of guard's maneuvers is to get angle on man to be blocked . . . Fake him one way in order to get him the way you want him (See page 9 for pictures of Anderson doing this) . . . Sometimes invite him into the hole, a practice used a great deal by ends . . . Guards use shoulder block or reverse body block on ends . . . If end is likely to escape from shoulder block whip on reverse body block and "crab" it against him . . . In pulling out, the guard has to go behind his own tackle the guard has to twist his body, to make a clear escape . . . Practice this body twist . . . Guards blocking secondary and in open field get contact then apply easiest block, probably body, shoulder, or roll . . . The log roll block is the best for handling submarines.

Tackles: Put your best defensive tackle at left tackle, and your best offensive tackle at right tackle . . . If you have only one good tackle switch him from left to right on offense and defense . . . Teach defensive tackles to take a short first step to invite the charge on that leg, then to let the leg go limp . . . Thus you will often lead the blocker to think he has you, when all he has is a limp leg which will give way with his increasing pressure . . . A duel in tactics, and the smarter lineman will win.

Frank Thomas

Head Coach, Univ. of Alabama

FRANK THOMAS whose Alabama team won the 1935 Rose Bowl game, gave as many details of Alabama backfield play as he could cram into three platform lectures and two field demonstrations. A few of his gems:

Quarterbacking: It is the hardest thing to get the quarterback to use the right plays against the particular defense set up at the time . . . Of 35 plays you might have in your bag perhaps only five of them should be used against that certain defense.

Scrimmaging: We scrimmage very little, preferring to have the team not so smart but able to go, than all beat up and very smart, but unable to go. Last year the only time Dixie Howell ever got tackled was on Saturdays. We favor dummy scrimmage, and have the team walk through plays.

Practice drills: We use these a great deal, simulating game conditions as best we can. It is not so hard on the men as

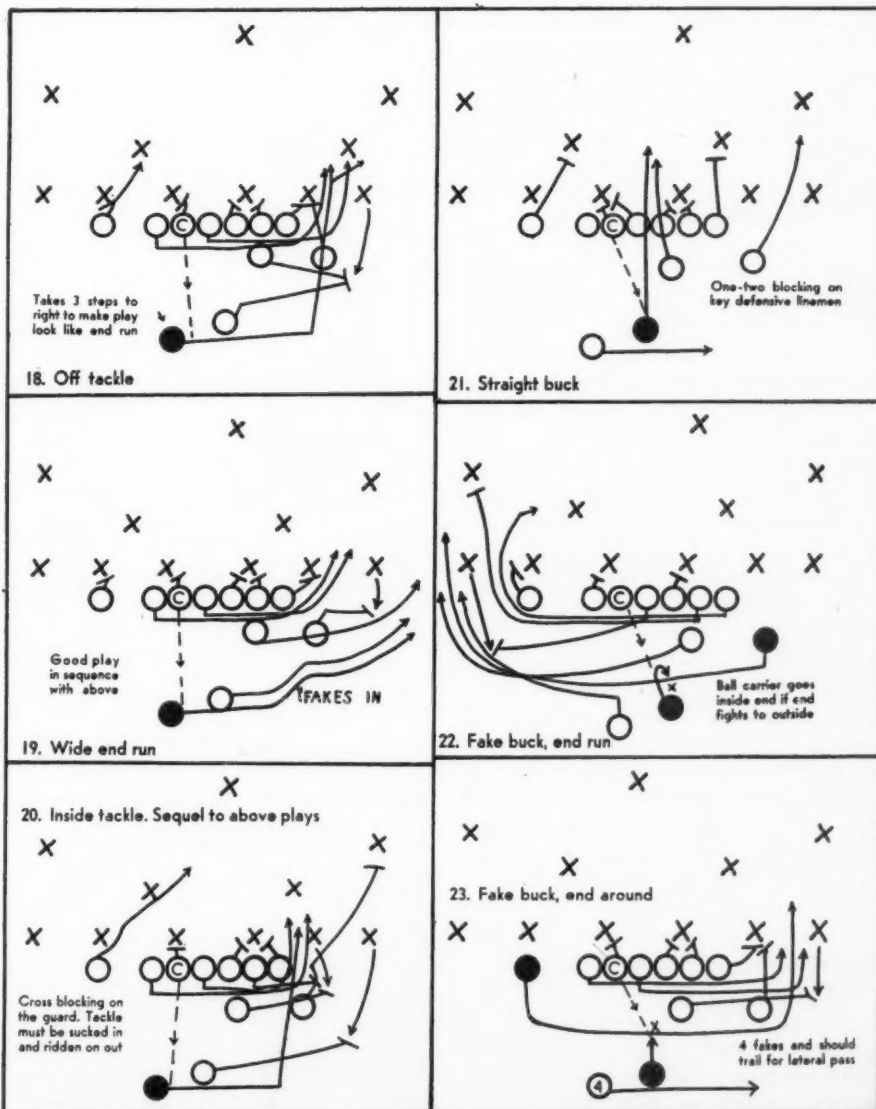
a scrimmage, but it has its hazards nevertheless. These drills are simply "pieces" of a scrimmage. For instance, take some section of a scrimmage—say, the end and wingback working on a defensive tackle. We make this a drill, and have all our ends and halfbacks grouped for it under the direction of a coach. Another drill is to have halfbacks blocking ends. Use a center snapping the ball back to the ball-carrier, who follows behind the halfback who is supposed to block the defensive end. Have a line-up of defensive ends ready to take their turns at this drill.

Kickers: Build them up gradually. Be as careful of a kicker's leg as you would of a pitcher's arm. Don't let him kick too many in the early days of practice. Take it easy at the start—not more than 10 to 15 the first day. Don't let them kick when they're cold. Let them get warmed up first. Observe this precaution also on the day of a game. Our kicker stands 10 yards back of the center. If your kicker is slow, put him back farther. Kicker stands with right foot forward, adjusts ball as he steps forward with left, and then the ball is kicked with the right. Step with the left foot is a short 8-inch step. If your kicker can't, for some reason, take this step short enough, have him stand with his left foot forward, and start out on his right. This makes for a 2-count

step, which is the most you should tolerate. 3-step kickers are dangerous. In dropping the ball to the foot both hands should come off the ball simultaneously. When our kickers are in a slump we usually find that they aren't dropping the ball evenly because one hand is leaving it before the other. How far should the ball be dropped before the foot strikes it? I don't know. It depends on how the kicker feels about it. Howell dropped it three feet and kicked 75 to 80 yards. The higher the point the ball is dropped from the higher the ball will go into the air. The coach should know his kicker's every trait, so that when he gets into a slump the coach is more likely to see what is wrong. If your kicker can't place them out of bounds don't insist on his trying. We have no use for the low, rolling kicks out of bounds (Mills method). We like them to sail out.

Halfbacks blocking ends coming down under punts: Stay close to the ends and force them into the middle of the field if possible, as in all probability the safety man will have more luck running up either side of the field than up the center. Make the ends slow themselves down by using their hands on you. Don't try to spill them with a hard block, for if you miss, they'll continue down the field unmolested and make the tackle. [Continued on page 26]

Duke plays by Wallace Wade



FOOTBALL PRACTICE FIELD EQUIPMENT

By Bernard F. Oakes

Mr. Oakes, until recently football coach at the University of Montana, is now in charge of the game at the University of Colorado. He is the author of "Football Line Play."

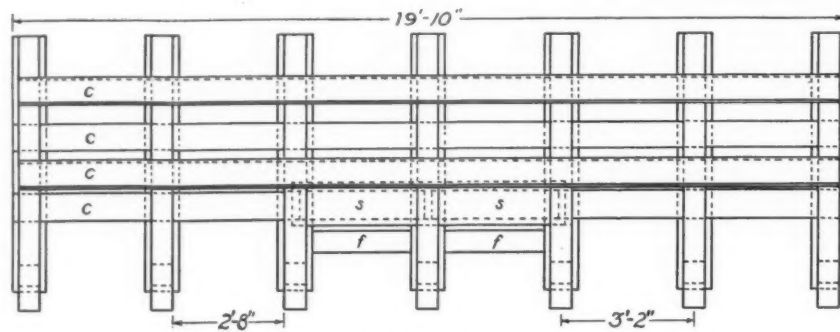
PRACTICE field equipment can be used to good advantage in teaching football fundamentals, and recently much has been said and written pro and con regarding the value of such apparatus. It is true that only a limited amount of practice on most apparatus is beneficial and that players should then be advanced to practice against live opponents or put into scrimmage. After explanation and demonstration of fundamentals by the coach, players can practice for form at full speed against charging sleds and blocking dummies. It would be difficult to devise a means of practicing at full speed against live opponents in this manner and at the same time have such practice be of value to every squad-member. A coach must use some thought in practicing his players on apparatus, particularly against a charging sled, as it can easily be overdone.

The Charging Sled

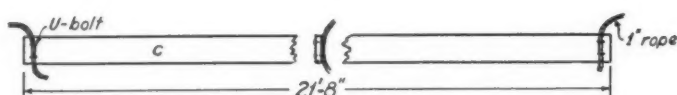
The charging sled is of great help in developing the shoulder charge. Players should line up the same distance from the sled as they would from their opponents in scrimmage. In using a sled with seven posts all the linemen from end to end can take their places, or seven candidates for one position may practice the charge together; first the guards, then the tackles, etc.

I prefer having a complete line practice against the sled as a group; first, the first string line, next, the second string line, etc. The centers can then be working with their linemen and also getting practice in passing the ball with their charge. This is an excellent method of developing good timing of the charge by the entire line, and a certain amount of work on the charging sled is bound to improve the players in form, power and ability to sustain a low charge.

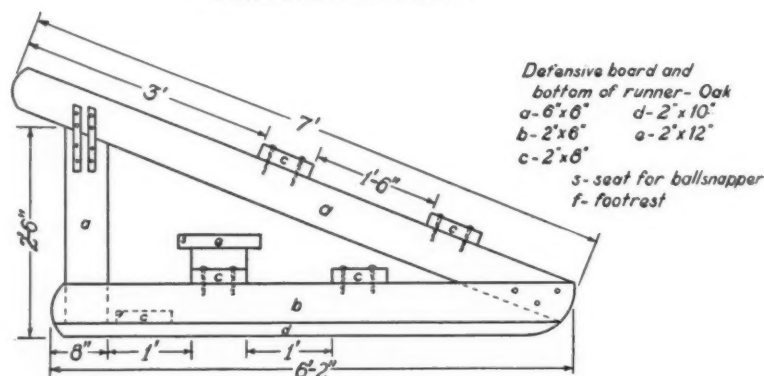
It should be emphasized that the players make quick and hard contact with the padded posts and not be allowed to run on their hands in following up the charge unless it is absolutely necessary to do so. Short digging steps should be demanded. Charg-



Top View



Removable Defensive Board



End View

LINE CHARGING SLED

The seven-man charging sled on which a complete line can work at once, charging with the snap of the ball. "If there are any faults in charging they will show up in practice on the charging sled," writes Coach Oakes. "All the points, such as having the hips low, the feet well spread, the back straight and the elbows extended, must be observed.



ing the sled a distance of eight or ten feet is sufficient, and after a series of three charges using one shoulder, a rest period should be given while another line of candidates is put through the practice. The next time the opposite shoulder is used. Players should not be charged against a sled more than three times in succession, as it is strenuous work.

If there are any faults in charging they will show up in practice on the charging sled. All the points, such as having the hips low, the feet well

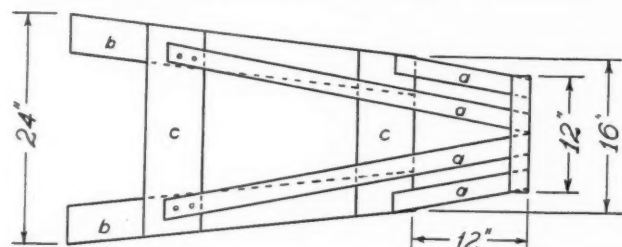
spread, the back straight and the elbows extended, must be observed by the coach and corrections made where needed.

The charging sleds may also be used for practicing the straight-arm shiver, sometimes called the forearm charge. The padded defensive board represents the shoulders of an opponent immediately in front of each player. For the starting signal a ball is held on the ground by the coach or a player seated midway along the sled, and snapped as it would be on offense.

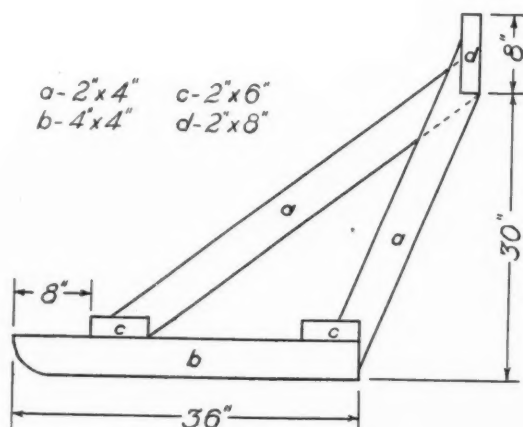
The players, to get a fast start, should be instructed to charge with the ball as it is moved. This charge should be continued three or four yards, the players driving the sled ahead of them and maintaining a correct position. This practice develops the players so they can shift their feet, use them forcefully, and maintain this position on their opponents.

The seven-man charging sled should have the uprights, overhanging parts of the top timbers, and defensive board padded with heavy canvas which is tightly stuffed with upholsterer's hair. An 18-ounce double filled canvas should be used, as it will then not have to be replaced each year. Upholsterer's hair makes the best filler as it is springy and gives good protection. It also will not absorb moisture which would be a factor in rotting the canvas.

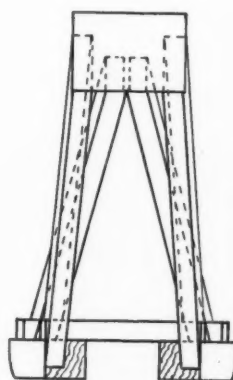
Some coaches prefer a four-man line charging sled. A working drawing



Top View



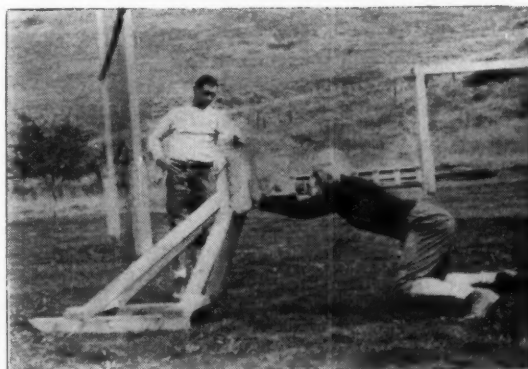
Side View



Front View

END SLED

The end sled. "A pair of end sleds should be on every practice field," the author advises. "The ends, and also the tackles, can get a great deal of valuable practice by working on these sleds a few minutes each day." In his article here Coach Oakes describes the maneuvers which should be used with the end sled.

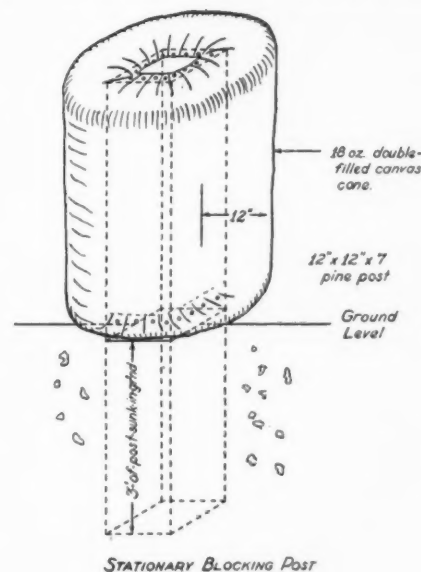


for this type of sled, suitable for both offensive and defensive work, is shown on page 39. The uprights for offensive practice and the defensive board should be padded the same as the seven-man sled.

"Battle of Lifts"

Close line play in modern football is a "battle of lifts." The defensive players as well as those on the offensive attempt to raise their opponents as they charge. Being able to raise an opponent takes away much of the power of his charge and makes it possible to move him one way or the other. On the charging sleds there are padded projections above the padded posts. Each of these represent the trunk or body of an opponent, while the lower post represents his legs.

When practising the offensive shoulder charge the players are given a command "up" after four or five steps, and they then drop their hips as low as possible, drive upward with their shoulders and lift the front of the sled. In practising the defensive straight-arm shiver against the defensive board the players start their



STATIONARY BLOCKING POST

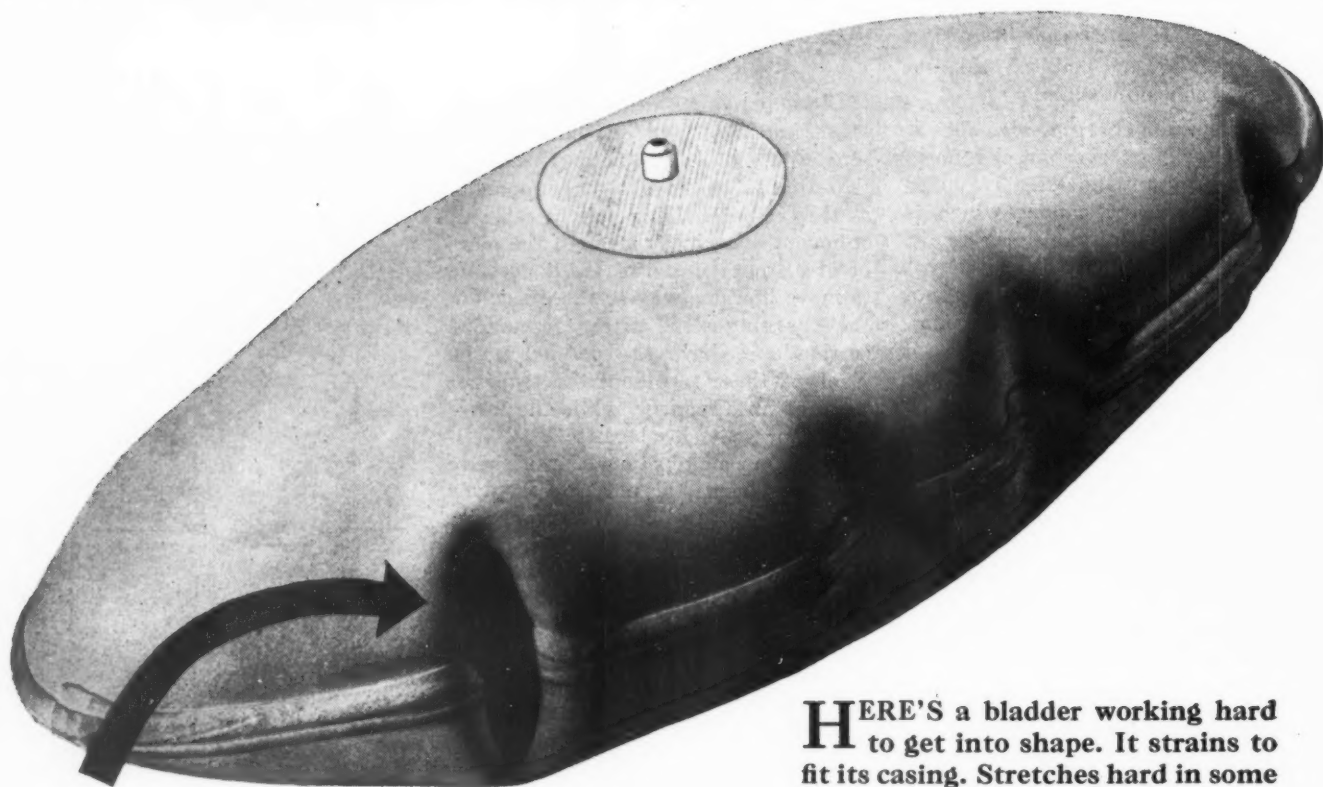
hands from a low position. This is important in order to get the hands under the opponent's shoulders and lift him. The jab of both hands in this defensive stunt must be from below and upward in a semi-circular movement. And so the "battle of lifts" goes on throughout the entire game, but the advantage goes to the player who can get the fastest start.

"The Crowther Charger Blocker and Tackler," a patented device invented by Rae Crowther, Harvard line coach, is excellent for coaching the same fundamental principles developed on a charging sled. The Crowther device, which is limited in its accommodations to two men at a time, has several advantages over the charging sled. It demands more agility from the players, as it turns sideward when the charge is not straight; and, for this same reason, it permits charging to either right or left, and the necessary preliminary footwork to these angle charges and contacts.

End sled

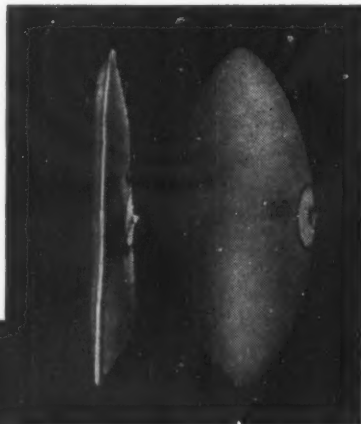
A pair of end sleds should be on every practice field. The ends, and also the tackles, can get a great deal of valuable practice by working on these sleds a few minutes each day. One of the most difficult (Concluded on page 39)

Choose KANTLEEK—the



Every wrinkle means a strain when this two-piece bladder is inflated

● (Right) Here's an ordinary two-piece bladder with just a little air in it. Notice how distortion has already started. As pressure is increased, the strain increases. Thin spots form. These mean weak areas and short life. Now look at the KANTLEEK BLADDER at its right. Also with just a little air in it. It is always the shape of the ball. It's made that way. One-piece, seamless construction eliminates thin spots at any inflation. This means no strains—longer life.



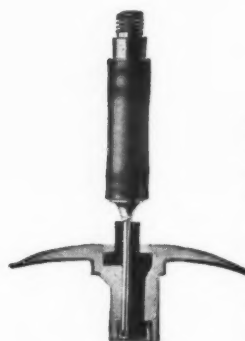
● (Left) See how the ordinary two-piece bladder distorts when inflated to Official ball size. Inside the leather cover, its uneven walls chafe and thin spots give way after limited use. The KANTLEEK BLADDER at its right, now inflated to Official ball size, is perfect ball shape. No thin spots to rupture. No seams or patches where strain can cause leaks.



HERE'S a bladder working hard to get into shape. It strains to fit its casing. Stretches hard in some spots—not at all in others.

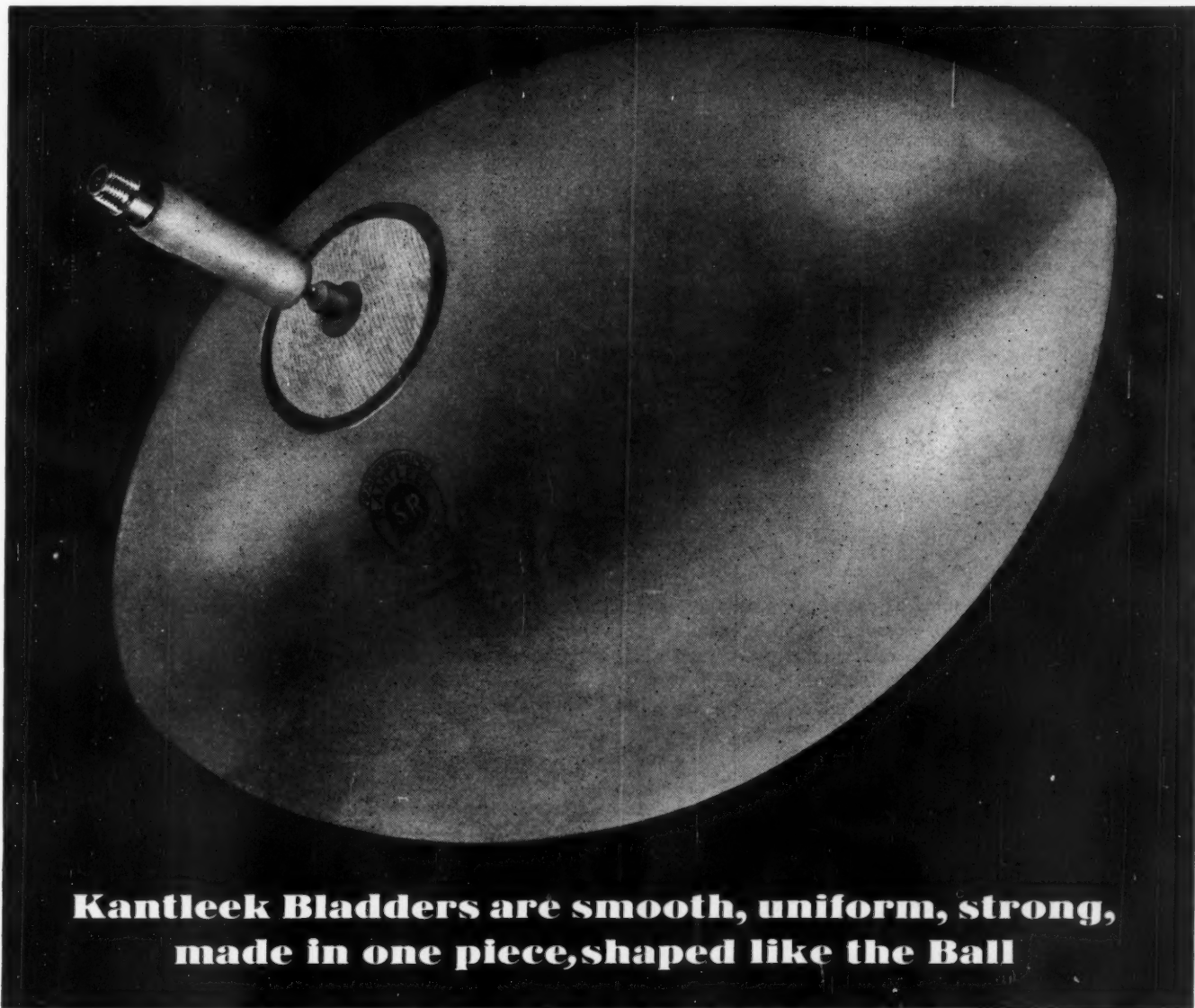
A two-piece bladder can't do any better. The laws of geometry won't let it. Walls pull thin around the middle—just where treatment gets the roughest.

There's one best way out. Make sure a Kantleek Bladder is inside the ball. It's the only one-piece ball-shaped bladder. It hasn't the sign of a seam or patch. It was born a bladder and fits the leather cover perfectly without straining. For any inflated athletic ball, insist on a Kantleek Bladder.



● Seamless KANTLEEK BLADDERS are equipped with the Kantleek All-Rubber Valve. There are no metal or mechanical parts. A simple moistening of the inflating needle and it slips easily into the valve. After inflation, withdraw needle. The valve closes and you have a positive airtight seal.

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FOOTBALL ARRANGEMENT FOR SIX PLAYERS

By Stephen E. Epler

A variation of the game which retains all the basic features of the original

Mr. Epler, of the Beatrice, Nebraska, Junior High School, is largely responsible for impetus given to this modification of football among small schools. Here he presents a number of playing formations, and some plays from them, which have been used successfully by a group of small Nebraska high schools playing a regular schedule of games.

TRIALS of six-man football indicate that the game is sound. The reception it has had where it has been well organized and promoted augurs well for the spread of its popularity and the security of its existence.

Regulation eleven-man football has not always proven entirely satisfactory for small schools and junior high

the snapper-back to receive forward passes, and Article VI, requiring at least one backward pass after the ball has been received from the snapper-back.

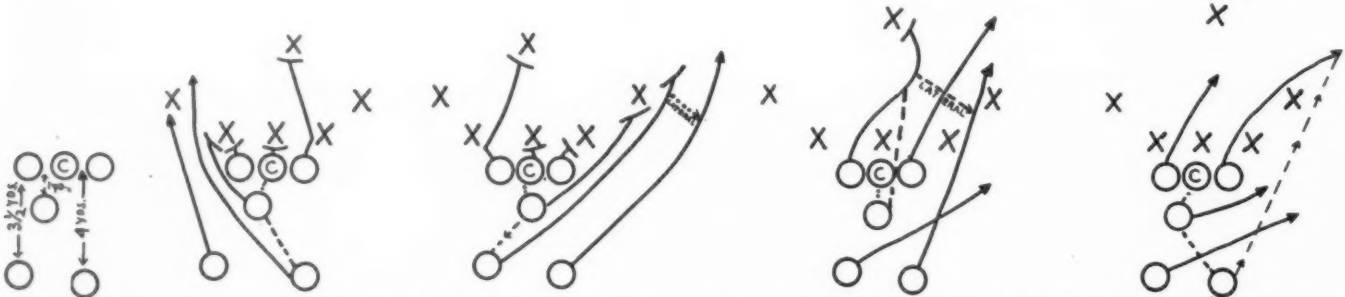
Six-man football should not be played in inadequate or inferior equipment. The boys must be properly protected, and the only departure from the regular playing equipment which should be permitted is in regard to the shoes. Tennis or basketball shoes may be used. (Article VII).

Small schools equipping only a limited number of players out of school funds can effect a financial saving, because they will have fewer players to equip in the six-man game. But if

teams, than forty boys on squads for two or three teams. This is the primary value of six-man football.

Many small schools have been giving up football as an organized sport with a schedule of games. It is usually not because the boys do not like the regulation game with its tackling and blocking, but that the school cannot offer them the game as it should be offered them. Try six-man football, where every lineman is a ball handler. Here are the rules for your consideration:

The bases of these rules are the rules as contained in the Official Interscholastic Football Rules of the National Federation of State High School Athletic Association, and the Official Intercollegiate Football



Formation No. 1: A good all-round formation for passing and running. The center passes the ball to the quarterback one yard behind the line of scrimmage—a hand pass. Article VI of the rules prohibits the quarterback from running with the ball across the line of scrimmage: he must

forward-pass it, backward (lateral)-pass it, or kick it before he crosses the line. Above are shown one running play, two laterals-beyond-the-line-of-scrimmage and a forward pass play, from the No. 1 formation. Other formations are shown below and on page 38.

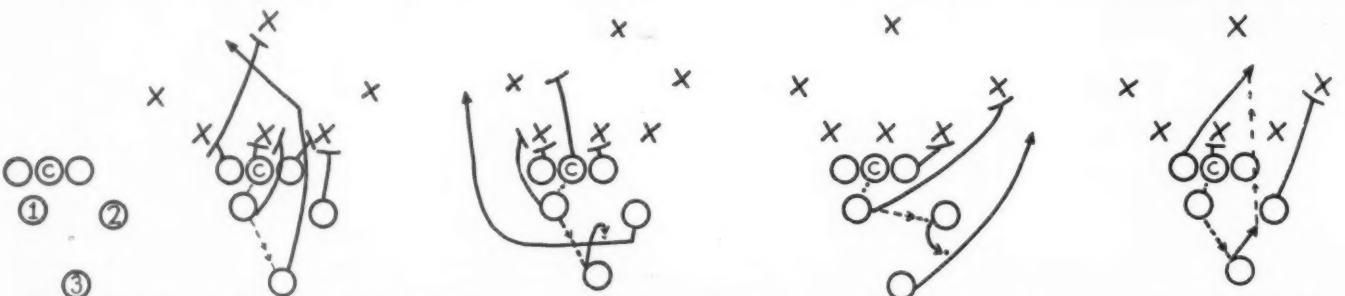
schools, or as an intramural sport. The players are too heterogeneous, or perhaps not enough of them are sufficiently interested to practice the length of time required for deriving a modicum of pleasure out of the eleven-man game. The eleven-man game is also too massed and punishing a game for many small boys. While six-man football retains blocking and tackling, the game is considerably opened up by the provisions of Article III of the rules, permitting all players except

the school's football program calls for participation by every boy who wants to and is fit to play (the ideal), a school will not save money on equipment. If there are forty boys in the school who want to play football, and the school intends that they shall play, no less equipment is required regardless of whether they are organized in six-man or eleven-man teams. From a participation point of view it is far more desirable to have forty boys on squads for five different

Rules of the National Collegiate Athletic Rules. The following articles provide for the differences between those rules and these. Points not covered in the following are provided for in these other two codes.

ARTICLE I. Each team shall be composed of six players.

ARTICLE II. The playing field shall be 80 yards long and 40 yards wide. It shall be marked with cross lines 5 yards apart. The ball shall be put in play on the kickoff by kicking from the line 20 yards from the goal that the kicking team is defending. (Since six men make up a team, the [Concluded on page 38])



Formation No. 2, to the right or left: A good running, passing and kicking formation. For a kick the ball may be passed directly to back No. 3 who also has the option of

passing. Deception and variety are gained by working plays from a direct pass to No. 1. Some of the possibilities are shown in the above diagrams.

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Over the Field

Dr. Krakower's department this month is given over to a list of football books. Next month it will contain a selected list of books on health and physical education subjects, and a summary review of Neilson's and Cozens' athletic achievement scales for high school students, based on tests given to 79,000 boys and girls in California.

Football books

IN the following list of books, only those published after 1922 are included. An effort has been made to include all books on the technical phase of the game, but where readers notice omissions they are requested to notify the editor of them, and the addendum will be made in a later issue. Readers desiring to purchase any of these books may do so through Scholastic Coach Bookshop at the publisher's price as listed.

Crisler, Herbert O. and Wieman, Elton E. *Practical Football*. New York: McGraw-Hill Book Co., 1934. Pp. 242, illustrated—photographs and diagrams. \$3.

This best-seller of the 1934 football season is now in its third printing. It presents a technical picture and analysis of the game in all its departments, and is intended for the coach and student of football. The first half of the book deals with the fundamentals; the second half with team strategy and tactics. Among the seventeen chapters are several that have been especially well received—those on line play, the running game, offensive formations, and defensive planning. The authors give fair treatment and appraisal to all systems of play, but where they feel that one method is superior to another they do not hesitate to say so.

Anderson, Heartly; Kizer, Noble; Sayger, S. E. *The Rainy Day Coach*. Tiffin, Ohio: Sayger Sports Syndicate. Pp. 100, loose-leaf. Illustrations with explanatory text. \$8.

This is one of the unique series of poster-page size picture books which "Suz" Sayger has contributed to the cause of athletics. The pages are 16 by 11 inches, easily removable for posting on the bulletin board. The fundamental football skills are illustrated by Sayger's large line drawings.

Haughton, Percy D. *Football and How to Watch It*. Boston: Little, Brown, and Co. 1924. Pp. 227, illustrated—photographs. \$3.

The famous Harvard coach wrote this shortly before he died. An understandable background is given the spectator, so that he will know how to watch and understand the battle between the offense and defense. Football is characterized as a four-ring circus with many things to look at, without knowing what to look for.

Jones, Howard H. *Football—How to Coach and Play It*. Iowa City: Clio Press, 1923. Pp. 128, illustrated—photographs and diagrams. \$3.

When Howard Jones was at Iowa he wrote this, and it is surprising how much of it still applies to the football he teaches today at Southern California.

Johnston, Clement B. *High School Football Manual of Fundamentals*. Menominee,

Wisconsin: The Athletic Supply Co.,* 1925. Pp. 71, illustrated—diagrams. \$1.

A pamphlet covering the fundamentals of football as presented by a coach to a high school squad, in the form of lectures, notes and field work.

Lambert, F. A. *How to Officiate Football*. Columbus, O.: The Bexley Pub. Co., 1932. Pp. 90. \$1.

By the late famous referee, based on his 22 years behind the whistle.

Lieb, Tom. *Line Coaching*. Venice, Calif.: Tom Lieb. 42 photographs of the author demonstrating. 1930. \$3.

Line play as used at Notre Dame, and the unbalanced line formations, by the present Loyola (Los Angeles) and former Notre Dame coach.

Langmark, Holger C. *Football Conditioning*. New York: A. S. Barnes and Co., 1926. Pp. 48, illustrated—photographs. \$1.50.

Contains a series of drills, based on the Danish system of gymnastics, originally arranged for the late Knute Rockne. Its keynote is *suppleness*, thus providing freedom of movement, power and speed, in all situations.

Little, Lou and Sampson, Arthur. *Lou Little's Football*. Leominster, Mass.: Leominster Printing Co., 1934. P. 224, illustrated—diagrams. \$2.

A good reference, covering all points of the game as taught by Lou Little. He describes his method of training and explaining the plays he uses. Sampson, the football expert of the Boston-Herald, discusses scouting and watching the game.

Little, Lou and Harron, Robert. *How to Watch Football*. New York: McGraw-Hill Book Co., 1935. Pp., 302, illustrated—photographs and diagrams. \$2.50.

To be published next month. The Columbia coach and his press representative bring the art of watching a football game intelligently up to date.

Lowman, Guy S. *Practical Football and How to Teach It*. New York: A. S. Barnes and Co., 1927. Pp. 280, illustrated—photographs and diagrams. \$3.

The fundamentals of all positions and team play are covered. In addition, the author devotes chapters to training and conditioning, treatment of injuries, equipment, and scouting.

Mills, Leroy N. *Kicking the American Football*. New York: G. P. Putnam's Sons, 1932. Pp. 181, illustrated—photographs and diagrams. \$2.50.

A text devoted entirely to the Mills placement method of kicking. The basic principle of the text is *accurate kicking*.

National Federation of State High School Athletic Associations. *Official Interscholastic Football Rules*, 1935. Chicago: National Federation of S.H.S.A.A. Pp. 96. 20 cents.

This is the football code as devised by the national interscholastic sports governing body, now the official rules for high schools in eleven states.

National Federation of State High School Athletic Associations. *Football Play Situations*, 1935. Chicago: National Federation of S.H.S.A.A. Pp. 72. 30 cents for the edition based on the *Official Interscholastic Rules*. \$1 for the edition based on the

*The Athletic Supply Co., publisher of this book and several others listed here, is now the Athletic Book Co., Chicago, Illinois.

N.C.A.A. (intercollegiate) rules, except when obtained through the state high school athletic association office, when the price is considerably reduced for this edition.

The National Federation issues this book in two editions: one based on the National Federation's official interscholastic football rules; the other based on the intercollegiate (N.C.A.A.) rules. *Football Play Situations* is a textbook for the study of problems arising from the interpretation of the rules problems and game procedure. There are 273 problems and solutions given.

Oakes, Bernard F. *Football Line Play*. New York: A. S. Barnes and Co., 1932. Pp. 258, illustrated—photographs and diagrams. \$3.

An excellent guide for the line coach. All offensive and defensive phases of line play are covered.

Pipal, J. A. *Lateral Pass Technique and Strategy*. Los Angeles: J. A. Pipal, Occidental College, 1930 and later supplements. Illustrated—diagrams. \$2.50.

Joe Pipal, veteran lateral pass specialist, put into this book five years ago much of the material talked about today as something new.

Rockne, Knute K. *Coaching—The Way of the Winner*. New York: The Devin-Adair Co., 1931. Pp. 266, illustrated—photographs and diagrams. \$5.

The great coach's fine contribution to the literature of football. The Notre Dame system complete, as the maestro taught it.

Roper, William W. *Football, Today and Tomorrow*. New York: Duffield and Co., 1927. Pp. 183, illustrated—photographs. \$2.50.

A narrative rather than an instructive book on the training, mental attitudes, and value of football.

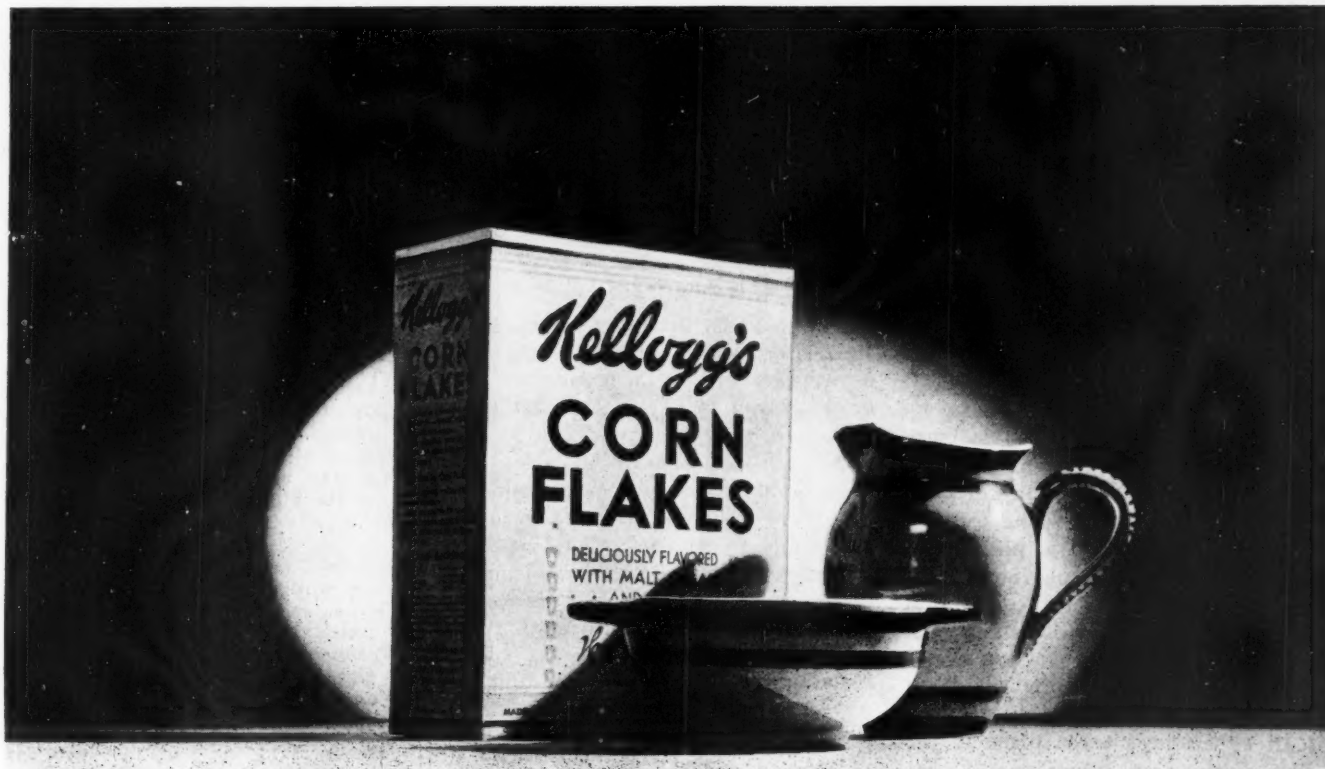
Spalding's *Official Intercollegiate Football Guide*. No. 200X of the *Spalding Athletic Library*. Edited by Walter R. Oakeson. New York: American Sports Publishing Co., 1935. Pp. 306. Illustrated—photographs. 35 cents.

The 1935 edition contains as usual the Official Football Rules of the National Collegiate A. A. in convenient detachable form, reviews of the 1934 season, list of college coaches for 1935, schedule of college games for 1935, records of outstanding football performances, and all the other data for which this annual has long been famous. In an editorial Walter Oakeson comments on the happier relationship that now exists between his Committee and the Football Rules Committee of the National Federation of State High School Athletic Associations.

Stevens, Marvin A. and Phelps, Winthrop M. *The Control of Football Injuries*. New York: A. S. Barnes and Co., 1933. Pp. 241, illustrated—photographs. \$3.

An excellent book, profusely illustrated, on the prevention (function of coach and trainer) and treatment (function of the medical officer) of injuries. The authors discuss training, physio-therapy, types of injuries, and the region in which they occur. Required reading for the coach who lacks understanding of the important problem of injuries, how they are caused, and what can be done to keep them at a minimum.

[Concluded on page 37]



First aid to TRAINING TABLES!

MORE than a million American boys are starting to train for football right now. They are taking the game seriously and conscientiously. And it is right that they should. For football is unsurpassed as a builder of manhood.

Some of these boys will make teams—and some of them won't. But they'll all try hard. They'll go to bed early and try to eat the right kind of food.

It's here that Kellogg's Corn Flakes can help. These crisp, golden flakes are nourishing and energy-producing. Yet they digest easily. Kellogg's are used on the training tables of many colleges all over the country.



As a suitable food for training season, you can safely suggest Kellogg's Corn Flakes. Not only are they good for breakfast, but they also make a satisfying, appetizing lunch. And laboratory tests prove that a bowl of Kellogg's eaten

before bedtime is an aid to restful sleep.

Kellogg's Corn Flakes are always crisp, because they're *heat-sealed* in the patented WAXTITE bag. Sold by grocers everywhere. Made by Kellogg in Battle Creek.

★ Tune in Kellogg's COLLEGE PROM

A sparkling half-hour of song and rhythm. The thrills of sports. The excitement and color of a different campus every week! EVERY FRIDAY NIGHT. 8:30 (E. D. T.). WJZ coast-to-coast Network — N. B. C.

Kellogg's CORN FLAKES

A PROGRAM OF HEALTH INSTRUCTION

By W. G. Moorhead

The first of a series of six articles: Integrated program for the high school

This is the first of a series of articles on a program of health instruction for the high school by the director of health and physical education for the state of Pennsylvania, Department of Public Instruction. The Pennsylvania curriculum, on which Mr. Moorhead is basing these articles, has been quite generally accepted as one of the model programs of the country.

A PROGRAM of health instruction, to be effective, must be based on a philosophy of education designed to meet the modern needs of child life. This philosophy should recognize that the function of education, in its broadest concept, is a continuous reconstruction of experiences. The experiences of each day are founded on past experiences. With each new experience, a reorganization of all experiences takes place in the light of the new experience. It becomes, therefore, the primary function of the school to help children to acquire those understandings, attitudes, appreciations and basic skills which will enable them to adjust themselves most satisfactorily to life situations.

Our programs in health instruction, both in elementary and high schools, have not been effective largely because we have failed to grasp the social implications of the program. We have become too much concerned with the presentation of mere textbook material and, under the guise of motivation, accepted and used materials and procedures which have very little scientific justification. For example, thousands of children are being weighed and measured each year and their weight judged by an arbitrary so-called "normal" standard, which has no reasonable justification. Again, in the selection of the materials of instruction, we have too frequently accepted any material that will make the teaching easier and the subject more interesting. Even our best literature has been changed beyond all recognition to make "a Roman holiday" for our health rhymsters and by those to whom no literature is sacred if it can be used to "teach a moral or adorn a tale."

Another motivating device is that by which the child is asked to check his own health habits or practices and report to a teacher whom he wishes to please and whose disfavor he fears. We should be most careful not to set up procedure whose results, in other respects, are more serious than the

conditions which they are designed to correct.

Aim of this program

The material in this series of articles represents an attempt to organize a program in health instruction for grades seven to twelve that not only will meet the physical needs of the pupils of these ages, but also help them to appreciate its social implications. The individual is valuable to society only in so far as he learns to cooperate in meeting the problems of the group. Prevention or transmission of disease is not an individual problem, but one that concerns the entire social group. An understanding of physiology and hygiene is of value in meeting and understanding the individual health problems and their relation to community health problems.

Several criteria have been developed for the selection of topics or learning experiences in health instruction. One of the best has been developed by Dr. Oberteuffer of Ohio State University. It may be sketched as follows:*

1. The content must be scientifically accurate
2. The experiences should
 - a. Foster the concept of health as involving mental and social aspects as well as physical
 - b. Constantly interpret health from a social point of view
 - c. Be selected from data of student life and linked to the life of the learner
 - d. Be arranged on an activity basis
 - e. Be progressively, selectively graded and measures of progress developed
 - f. Require the mastery of minimum of scientific terminology
 - g. Provide frequent and specific opportunity for correlation with other parts of the health program

The topics developed in our program in Pennsylvania, together with their grade placement and periods assigned to each, are as follows:

Unit	Grade	No. of Periods
Safety education	7	4
Selection of foods.....	7	13
Health of the respiratory system	7	14
Hygiene of the home.....	7	5
Physical activity and posture	8	10
Health of the skin, hair and nails	8	7
Hygiene of occupation....	8	6
Stimulants and narcotics	8	5
Care of the injured.....	8	8

*Oberteuffer, D. *Preliminary Study of Criteria for the Selection and Organization of Learning Experience in Health Instruction*. Ohio State University, Columbus, Ohio.

Choice and care of clothing	9	6
Community hygiene	9	8
Home care of the sick.....	9	14
Care of children.....	9	8
Care of the health of the school child	10	7
Hygiene of the circulatory system	10	8
Care of the organs of the special senses	10	9
Control of infection	10	12
Nutrition and the health of the digestive system	11	10
Mental and emotional health	11	10
Rest and fatigue.....	11	6
Body working as a whole	11	10
Science vs. fads and fallacies	12	10
Professional health service	12	8
Vacation health	12	8
Racial health	12	10

In carrying out such a program, many problems arise concerning organization and administration. Therefore, before proceeding with the development of the individual units, which will be done in the succeeding installments, the following recommendations and suggestions are indicated relative to time allotment, class organization, materials of instruction, objectives of the course, grade placement, methods of instruction and measuring results.

I. ORGANIZATION AND ADMINISTRATION

A. Time Allotment

1. Required time: one period per week is required of all pupils throughout the junior and senior high schools. The period should be the same length as that given to other courses.
2. Distribution of the required time
 - a. Extensive plan: one period per week throughout the secondary school course
 - or
 - b. Concentrated plan: a minimum of three periods a week in the entrance year to the senior high school, or the ninth year of the junior high school in addition to one period per week in the seventh and eighth years

B. Organization of the Class

1. The classes should be graded. The plan of alternation or cycle is satisfactory in small schools
2. The number of pupils assigned to any one class should not exceed thirty-five
3. It is desirable to schedule boys' and girls' classes separately

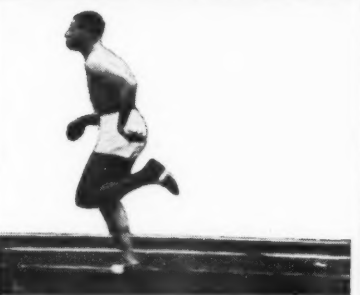
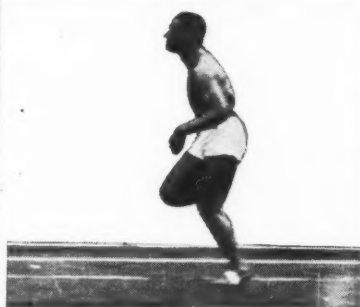
C. Materials of Instruction

1. Textbooks: As a minimum, textbooks should be purchased on the basis of 20 percent of the school enrollment unless the enrollment is very small. This will provide one textbook for each pupil one day a week. This method permits the addition of new

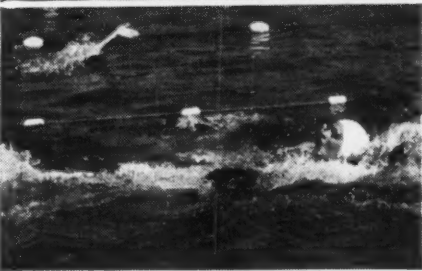
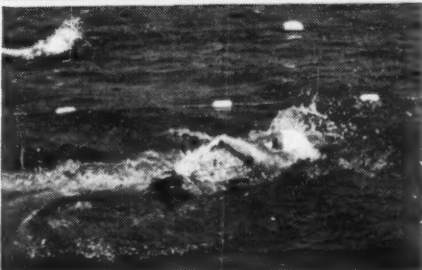
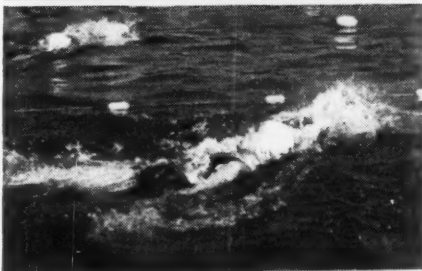
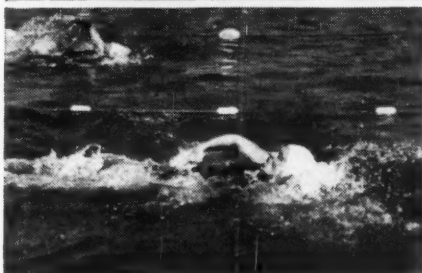
[Continued on page 39]

STARS OF THE SUMMER

[For Your Bulletin Board]



The full stride of Eulace Peacock whose two victories over Jesse Owens in the A.A.U. championships proved the surprise of the 1935 season. Peacock ran the 100 meters in 10.2 and broke the accepted world's broad jump record, leaping 26 ft. 3 in.



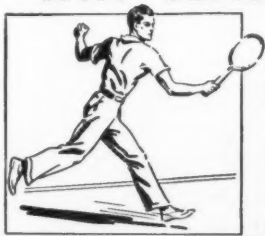
Elizabeth Kompa of Brooklyn leading her sister, Erna, to victory in the national outdoor 220-yd. backstroke championship, in which two other sisters, Anna May Gorman and Johanna Gorman of Homestead, Pa., finished third and fifth. Top: Anna Mae Gorman (center) congratulating the Kompa sisters.



The youngest national champion in the history of U. S. amateur sport: Mary Hoerger, 11-year-old diving genius of Miami Beach, Fla., negotiating the 1 1/2 forward somersault to contribute to her victory in the 3-meter board event.

(Photos for Scholastic Coach by Owen Reed)

WHY LEADING COACHES SAY "DRINK COCOMALT FOR PEP AND ENDURANCE!"



NAT HOLMAN, John U. Nagle, Archie Hahn and other coaches endorse Cocomalt, the chocolate flavor food-drink. For Cocomalt supplies five important food essentials that help young athletes improve nutrition and gain pep and endurance. Made as directed, Cocomalt adds 70% more food-energy to milk and supplies Sunshine Vita-

min D. Cocomalt is sold by grocery, drug and department stores. For a trial can, send 10c to R. B. Davis Co., Dept. CC-9, Hoboken, N. J.

Cocomalt

Prepared as directed, adds
70% more food-energy to milk



Cocomalt is accepted by the Committee on Foods of The American Medical Association. Prepared by an exclusive process under scientific control. Cocomalt is composed of sucrose, skim milk, selected cocoa, barley malt extract, flavoring and added Sunshine Vitamin D. (Irradiated ergosterol.)

COACHES' ASSOCIATIONS

A new department to appear monthly with news from state high school coaches' associations

THE movement among high school coaches toward state organization has been gaining steadily in the past few years. Most of the twenty-one state high school coaches' associations now in organization were formed in 1933 and 1934. The oldest of the organizations is the Minnesota State Coaches' Association—1927.

Unlike college coaches high school coaches find it more advantageous to organize by states than nationally. The reasons are obvious: there are ten times as many high schools as there are colleges; high school coaches' problems are localized in states and must be worked out with their respective state high school athletic associations.

There is one high school coaches association that is national in makeup—the Interscholastic Swimming Coaches' Association. The various national college-dominated coaches' associations, such as the American Football Coaches' Association and the National Association of Basketball Coaches, do not admit high school coaches to active membership. For them there is an allied membership, with limited privileges. The most important event sponsored by each of these two organizations is the national meeting, held usually in Chicago or New York, to which only the better-paid coaches can afford to go. The National Association of Basketball Coaches issues a monthly bulletin edited by Secretary George R. Edwards of the University of Missouri. The American Football Coaches' Association conducts, through Secretary William H. Cowell of the University of New Hampshire, a department, "Yard Lines and Goal Posts" in *The Athletic Journal*.

Recognizing the interest aroused and the news made by high school coaches' associations, *Scholastic Coach* with this issue inaugurates a department to appear monthly under the above title. The high school coaches' associations of Idaho, Kansas, Minnesota, Missouri, New Jersey, Texas, Oklahoma, Illinois and Wisconsin, and the Interscholastic Swimming Coaches' Association, are represented by sections in this issue. As news develops in the future, the correspondents of these and other state high school coaches associations will send their material for publication in this department. All associations are invited to participate.—Editor.

New Jersey

THE New Jersey Scholastic Coaches' Association will hold its second annual meeting in the Rutgers University gymnasium, New Brunswick, Friday, Sept. 20. At this meeting it is expected that the controversy over the new rule prohibiting spring football practice will again be brought to the floor.

The Association went on record in favor of this measure last year when it was being considered by the New Jersey Interscholastic

Athletic Association. The measure was passed, and now there has been a strong reaction against it among the coaches. The legislation still has its supporters, however, and there will probably be a sharp battle of words when the sides line up for debate at the meeting in New Brunswick this month.

Officers of the Association, executive committee and working committees, are:

Officers—President, Charles J. Schneider, Weequahic H. S., Newark; Vice-president, William L. Foley, Bloomfield; Secretary-treasurer, James A. MacIntyre, Morristown.

Executive Committee—William Cartmill, Glen Ridge; Herbert Stine, Plainfield; LeRoy Smith, Trenton; Charles W. Wilson, Madison; James M. Coleman, Asbury Park; James A. MacIntyre, Morristown; William Foley, Bloomfield, Charles J. Schneider, Weequahic H. S., Newark.

Program and Entertainment Committee—Chairman, Robert Lechner, Hun School, Princeton; Samuel Yohn, Somerville; A. A. Neuschaeffer, Trenton; Frank McCarthy, Cartaret; Robert Duncan, Westfield.

Coaching Ethics Committee—Chairman, Clarence L. Woodman, Montclair; Courtney C. Wright, Union Hill; J. Walter Coffee, Cranford; Howard Bollerman, Bound Brook.

Publicity Committee—Chairman, Guido Cavallaro, South Side H. S., Newark; Everett L. Hebel; William C. Denny, South River; William P. Woolley; LeRoy Haskins, Blair Academy; James E. Picken.

Membership Committee—William Flynn, Morristown; Samuel Dubow; Carl Smith, Millburn; Albert K. McBride, Belleville.

CHARLES J. SCHNEIDER

Illinois

THE Illinois High School Athletic Coaches' Association has been organized ten years. This organization is the result of the efforts of a group of coaches centered around Champaign-Urbana district, home of the University of Illinois. To Lester Moyer of Champaign High School goes the credit for starting the organization on its way, to grow from an original membership of 25 to a total of 600 in 1935.

Ten years ago the coach had no part in the annual High School Conference which is held in November each year at the State University. The proposal for a coaches' organization met with the immediate approval of Athletic Director George Huff and the entire coaching staff of the university. Mr. Huff also made provisions for an auditorium where the coaches' meetings could be held.

There are three regular annual meetings: the fall meeting at the High School Conference, the winter meeting at the state basketball tournament, and the spring meeting at the state interscholastic track and field meet, all taking place at the University.

The fall meeting consists of a combination of football and basketball instruction. Outstanding coaches from the midwest universities appear on these programs. The coach of the current state champion-

ship high school basketball team also appears to discuss his system of play.

The March meeting is a combination of basketball and track, with expert lectures and demonstrations. In an exhibition game between two high school teams the proposed new rules are demonstrated and commented upon.

The spring meeting is for football, with rule changes being demonstrated and discussed.

Memberships to the organization are of three types: active voting membership, allied membership, and honorary membership.

Active membership includes only coaches actually engaged in (or directly associated with) coaching in Illinois, and are otherwise acceptable to the organization. Each active membership shall be in the name of an individual and an institution, and only such institutions shall be eligible for membership as are members in good standing of the Illinois High School Athletic Association.

Allied memberships include individuals who have been associated with coaching for three or more years, whether or not they are now actively engaged in coaching. Members who have been active and who are no longer connected with the institution through which they were active are eligible for this membership.

Honorary memberships are conferred at the pleasure of the Association upon two thirds vote of the Board of Control.

The state of Illinois is divided into 46 districts (counties) which the Association observes for local organization. The president of each of these districts is a member of the Board of Control.

The state president appoints members of the following study groups or committees from the membership: education, membership, program, press, coaching, basketball rules, football rules, and officials.

The present state officers are: President, J. H. Trees; Vice-president, F. J. Friedli; Secretary-treasurer, Ross Anderson.

No officer or Board of Control member receives compensation for his services.

J. H. TREES

Minnesota

THE Minnesota State Coaches' Association was organized in May 1927. Starting with a small membership its growth was steady until today all coaches whose schools are members of the State High School League automatically become members. At first the Association sought to organize the coaches in each of the thirty-two athletic districts of the state, with occasional meetings for the purpose of protecting the interests of the coaches and for discussing certain athletic reforms deemed necessary. The success of this plan is still questionable, but efforts are being continued in an attempt to carry it out to a greater extent.

The Association meets semi-annually, during the state basketball tournament in March and again during the state track meet in May. The present officers are: President, R. C. Tapp, Minneapolis; Vice-

president, Sam Ettinger, South St. Paul; Secretary, H. J. Roels, Chisholm.

In Minnesota all interscholastic athletics are in charge of the State Board of Control, consisting of five directors and an executive secretary. The board has general supervision over all contests between schools which are members of the State High School League, has full charge of all state tournaments and inter-scholastic meets, decides on eligibility, interprets rules, provides punishment for violation of rules, etc. The Coaches' Association was organized primarily for the purpose of acting in an advisory capacity to this board. It was felt that certain athletic reforms could be best realized by a strong coaches organization working in conjunction with the State Board of Control. Although the coaches have no representation on this board, it has recently been arranged that the Association's president, Mr. Tapp, be permitted to sit in on all future meetings as a representative of the Coaches' Association. This, no doubt, will lead to greater understanding and cooperation between the two groups.

In the past there has been no definite means of bringing before the Board of Control any of the problems confronting the state high school coaches, except by letter. This method of procedure has never worked out in a satisfactory manner and it was the unanimous opinion of the coaches that a more congenial relationship would exist between both parties if the plan explained above would be put into operation.

The March meeting of the Coaches' Association was held at the Curtis Hotel in Minneapolis. Motion pictures of 1934 University of Minnesota football games were shown to several hundred high school and college coaches, after which there were talks by Bernie Bierman, Dave MacMillan and others. The business meeting which followed was taken up mostly by a discussion of the proposed changes in the basketball rules, election of officers, and plans for making the Coaches' Association a better and stronger organization.

The May meeting, held during the State High School Track and Field Meet, was attended by more than one hundred coaches. Red Dawson, backfield coach at the University, talked on Minnesota's prospects for next fall, as did Dave MacMillan, who discussed the changes in the basketball rules and their effect on the game during the coming season. O. E. Smith, state executive secretary of the State High School League, gave his views on the advantages of a cooperative relationship between the Coaches' Association and the State Board of Control.

Several important changes in coaching positions have taken place during the past few months. Roy Oen, former Minnesota University captain and football coach at Hibbing High School, has accepted a position at Oberlin College as assistant football and basketball coach. Walter Haas, another former Minnesota captain, has been elected to fill the vacancy. Vernon L. Morrison, head coach at Hutchinson since 1931, was named head coach and athletic director of St. Cloud Technical School to succeed Warren E. Kash, who resigned to become head coach at the St. Cloud Teachers' College.

H. J. ROELS

Kansas

At the last meeting of the Kansas High School Athletic Coaches' Association on May 17 at Wichita, the following matters were taken up for consideration, and reso-

lutions were passed to have these matters referred for action to the Board of Control of the Kansas State High School Athletic Association:

It was recommended that more time be allowed between the semi-final and final games of the regional basketball tournaments; that the state tournament be held one week earlier than this year, when it was held March 21, 22, 23; that the semi-final games of the state tournament be played Saturday morning and the final game Saturday night, instead of the semi-finals at two and three o'clock in the afternoon and the final at nine o'clock that evening.

It was recommended that the teams participating in the regional and state tournaments receive a larger refund in order to be able to defray actual travelling expenses.



Dallas Journal

Tad Wieman and his South Texas High School team which won by a field goal from a team of picked schoolboy players from the northern section of the state coached by Ted Cox, in a game which brought to a climax the coaching school sponsored by the Texas High School Football Coaches' Association at Dallas. See "Coaching School Review" in this issue for further details.

It was recommended that no school be permitted to start basketball practice before Dec. 1. A similar rule holds in football, for which no team may start practice before Sept. 1.

It was recommended that the Class A and B classifications of schools be observed in the track championships, as it is in other sports.

The State Association has been requested to sponsor a round-table discussion of athletics during the annual State Teachers' Association Convention held in November.

The Coaches' Associations officers were re-elected for the 1935-36 year: President, Bailey Ricketts, Parsons; 1st Vice-president, Ben Woods, Russell; 2d Vice-president, Leo Liljestrom, Ford; Sgt.-at-Arms, R. M. Godlove, Leavenworth; Publicity Director, E. A. Cairns, Hutchinson; Secretary-treasurer, E. B. Weaver, Topeka.

E. B. WEAVER

Idaho

THE Idaho State Association of High School Coaches is at present doing little more than maintaining an organization against a time when such an organization will be needed. Up to the present time the organization of the Idaho State High School Athletic Association, which includes in its membership both coaches and administrators of the member high schools, has been adequate to take the care of such problems as have arisen. Its annual meetings are open to discussion and freely used for that purpose.

Two years ago the Coaches' Association transmitted to the Athletic Association recommendations for establishment of schools for football and basketball officials and for raising the standards of officiating in this state. These recommendations were acted upon favorably and the results have been encouraging. Last fall further recommendations along the same line were not acted upon.

At the annual meetings of the Coaches' Association, held in conjunction with the Idaho Educational Association, of which it is department, discussions are held on various phases of coaching, led by prominent coaches.

The officers of the Association are: President, David K. Taylor, Franklin High School, Boise; Secretary, Charles Gill, Payette High School, Payette.

DAVID K. TAYLOR

Missouri

THE Missouri State High School Coaches' Association was formed in the fall of 1934 by a group of coaches who were attending the football clinic of the University of Missouri. These men formed a temporary body and laid plans for a meeting of a group of representative coaches from over the state at the basketball clinic in December, for the purpose of forming a permanent organization and adopting a constitution.

The purposes of the organization are: To add greater dignity to the coaching profession; to elevate interscholastic athletics to a higher plane in the scheme of education; to foster and encourage a better understanding among coaches of the various sections of the state; to maintain high standards of sportsmanship.

Organization meetings were held in the Cape Girardeau, Flat River, Kansas City, Kirksville, St. Joseph, Rolla, St. Louis City, St. Louis County, Warrensburg and Springfield districts, members were enrolled and the Missouri State High School Coaches' Association was under way.

At the meeting the the Association's Board of Control in May it was decided to place before the membership, at the general meeting during the basketball clinic in December, suggestions for improving the arrangements at the district and state basketball tournaments, and for separating the track and field classifications so that Class A would not be competing in the same group with Classes B and C.

[Turn to next page]

Many coaches are dissatisfied with the new 200-yard, 39-inch high hurdle event which was adopted for use by Missouri high schools last spring, at the recommendation of the national track and field rules committee. These protests will be heard at the December meeting.

The Association joined with the University of Missouri in putting on a football clinic on August 24 at Columbia. Coaches Don Faurot and Chauncey Simpson of the University and Jimmy Conzelman of Washington University were in charge. Much time was given to the discussion of the National Federation rules which Missouri will use for the first time this fall.

All high school coaches in Missouri are urged to join the Missouri Association. The dues are fifty cents a year. Join by simply sending your name, address and dues to the secretary, C. E. Potter, St. James, Mo.

Reaves Peters, president of the Missouri Coaches and coach at Northeast High in Kansas City, spent the vacation playing golf and loafing.

Bert Fenenga, vice-president of the Missouri organization and fiery football coach of Cleveland High in St. Louis, spent the summer as an instructor in a boys' camp near the Quetico National Park in Canada.

Ed Potter, secretary-treasurer, spent the summer working for the North American Tank Car Co. in Tulsa, Okla., and writing letters to secretaries of the district organizations, of which very few were ever answered.

Frank Carideo, former Missouri University football coach and honorary lifetime member of this association, has been appointed assistant at Mississippi State College.

Arnold Embree of Marceline, former ace of Don Faurot's Kirksville Bulldogs, is teaching and coaching at M. M. A. . . Levi Craig, Mexico High School coach attended the summer session of M. U., working towards his master's degree . . . Other coaches who were in school at Missouri were Glen Smith of Columbia, getting some advanced education; George Stuber, formerly of Carrollton, who has moved up to his home town and alma mater, St. Joseph Central; Bob Blankenbaker of Boonville and Lawrence Bushman of Warrenton; Berle Adams of Brunswick who was married in June and honeymooned in summer school; Kenneth Cleeton of Higbee, who worked on his master's degree . . . Doc. Lockridge of Fayette was married in June to Oleta Mathis of Moberly and after a trip to Colorado spent the remainder of the summer playing ball with the Columbia Merchants. . . Johnny Cooper, coach at Centralia last year, is located at Carrollton this fall, succeeding George Stuber. . . Burt Moore of Fulton spent the summer working with Miss Helen Stephens, Fulton High School sensation, grooming her for a berth on the 1936 Olympic team. . . D. A. Pierce, popular Moberly coach, worked on his master's at M. U. this summer. . . Bud Protiva, formerly of Shelby, is going to Hannibal this fall, replacing Dutch Mashoff. Guy Curtwright is Protiva's successor at Shelby. . . H. R. Newman of Kansas City Westport attended summer school at Wisconsin. . . John Laury, Kansas City Manual, caught all of the fish in the Lake of the Ozarks during his vacation. . . Harry Slaymaker, Kansas City Central, golfed and loafed the summer away. . . H. E. Selvidge, Kansas City Paseo, and Louis House, Kansas

City Southwest, spent the summer at Camp So-so, Big Bay, Michigan. . . Several St. Louis coaches spent the summer working on the city playgrounds. Carl Kamp of McBride was assistant superintendent of recreation, having charge of the swimming pools and directing the baseball leagues of the municipal organization. . . Otto Rost of McKinley was director of the board of education playgrounds. . . Tom Stanton of St. Louis University High was supervisor of the Municipal Playgrounds. . . Charles Naylor, Beaumont track coach, did recreation work on the public playgrounds. . . Merrill Bailey, St. Louis Central football coach, spent the summer in Iowa with his folks. . . Louis Kittlaus of Central received his master's degree from Indiana U. . . Roland Nueman of Central spent the summer fishing on the Minnesota lakes. . . L. H. Markland of Central toured the west after inspecting his mining interests in Colorado. . . Vernon Bradburn of Central holed up in a cabin on the Maramac River in Crawford county and lived the life of a hermit. . . Bill Rapp, former basketball coach of the Missouri School of Mines and more recently athletic director of Rolla High School, has quit the profession and will devote his time to the management of a sporting goods store in Emporia, Kansas. . . Bill Bunge of Bland has moved to Cuba High School, succeeding L. H. McElvain. . . Grant Perkins survived the Maramac River flood at Steeleville. . . John Simmons, Mt. Grove coach for the past six years, was recently appointed freshman football coach at M. U. . . Wade Lowell, just out of school at Kirksville, is in charge of all athletics at Pierce City. . . George Ramsey, Clinton High School coach, represented a book company during the vacation. . . Among those enrolled in Southwest Teachers' College for the summer session were Coaches Gillman of Wheaton, George Hart of Reeds Springs, W. W. Carter of Steele and Hedgepath of Birchtree. . . Donald Ashley, Chester Elmore and Oral Spurgeon, '35 graduates of Springfield Teachers', are coaching at Rogersville, Winona, and Morrisville respectively. Ashley at Rogersville will assist George Riley who is also superintendent.

The secretaries of the district organizations who would like to have the news of their districts published each month in this department must send their copy to the state secretary before the first of each month.

C. E. POTTER

Wisconsin

ORGANIZED at Madison in the spring of 1934, the Wisconsin High School Coaches' Association in its first year accomplished a surprisingly large amount of work, which the president attributes to the whole-hearted cooperation and the enthusiasm of the membership for their new organization.

Four meetings were held during the year, at which high school and college coaches spoke of different phases of the principal interscholastic sports in which Wisconsin engages—football, basketball, baseball, boxing, track and field, and tennis.

The Association has every reason to feel proud of its achievement in developing statewide clinics in basketball. These were held in seven cities during the 1934-35 season, and contributed enormously to the banner year which basketball enjoyed in Wisconsin.

Research and studies conducted

Late last spring several committees were set up with a definite objective of research and service. The committee on wrestling, headed by L. L. Cunningham of West Allis, carried on an extensive survey of wrestling in Wisconsin and the United States. These findings, which can be obtained by writing Mr. Cunningham, show the progress this sport is making both intramurally and interscholastically. They show the schools in Wisconsin which are carrying wrestling programs, and indicate a clear trend toward more interest in inter-school sport. The study also shows the number of schools in every other state with programs. The Association has since gone on record as favoring the growth of the sport, and is hopeful that Lawrence College will hold an invitation tournament this coming year to put wrestling on a state basis.

The Basketball Tournament Committee has spent perhaps more time and energy than any other group. Meeting twice in Madison and again at Wisconsin Rapids, it has sought to find out what the state wants in the way of tournament reorganization, and hopes in this way to present their findings to the State Board of Control. Willis Jones of Madison heads this group.

The Committee on Track Rules is also about to launch a survey, the results of which will guide the committee in making its recommendations to the W.I.A.A. for changes in the track and field rules. This committee is headed by Ivan Cahoon of Green Bay.

At the last meeting of the Association all officers who had served during the first year were re-elected: President, Louis E. Means, Green Bay; Vice-president, Cabby Ewers, Wausau; Secretary, Louis A. Erickson, Shorewood. The committees set up by the chair represent every section of the state from both large and small schools. The W.I.A.A. has invited the Association to elect one of their number to the state rules committee, and Russell Rippe, of Madison, has been elected to this post.

LOUIS E. MEANS

Oklahoma

ORGANIZED on Jan. 7, 1935, in Oklahoma City, the Oklahoma High School Coaches' Association is perhaps the youngest member of the family of state high school coaches' associations that has grown to such healthy proportions during the past few years.

For several years, Oklahoma coaches and athletic directors have felt a growing need for the formation of such an association, for the improvement of officiating, and development of young officials; for creating a feeling of fellowship and good will toward one another, and keeping Oklahoma athletes in Oklahoma.

At the organization meeting, it was agreed by the members present to include in our membership coaches of all sports in both colleges and high schools.

It was also agreed to grant the privilege of membership to ex-coaches regardless of their present profession.

The following officers were elected: President, Guy Lookabaugh, Northeast State Teachers College, Tokeah; Vice-President, Rankin Williams, Southwestern State Teachers College, Weatherford; Secretary-treasurer, Roy LeCrone, Shawnee High School, Shawnee.

After election of the executive officers, another election was held to elect four mem-

[Concluded on page 35]



Before you select a gym floor finish

CONSIDER INDIANA!

Attendance at Indiana's 1935 championship game was 15,000—twice that of any other tournament final. Omitting Illinois, Ohio, and New Jersey, Indiana drew almost as many as did all other tournaments combined.

Now, note this fact. The tournament floor at Butler Fieldhouse, and more than 90% of all gymnasium floors in Indiana, are finished with Seal-O-San.

Championship basketball and capacity attendance are furthered wherever Seal-O-San is used. Today, more than 3500 coaches know that a non-slippery Seal-O-San floor speeds up plays, keeps winning combinations intact by preventing floor injuries, and provides a beautiful setting for the type of game spectators want to see.

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Coaching School Review

[Continued from page 11]

If a team has an exceptionally fast safety man, there is another method of playing ends who come down under kicks, a method devised to give the safety man a good chance for a long runback. As soon as the defensive ends are sure the play is a punt, they drop back and, with the help of a halfback, take out the two ends who are down under the punt. The fullback, who is backing up the line, blocks the first opposing lineman down the field, thus setting the stage for a long runback. "If you've a nice nifty boy back there, that's one way to help him. If your own line isn't aggressive enough to have much chance of blocking a punt, you should change your tactics and try to shake the safety man loose.

Wallace Wade

Head Coach, Duke Univ.

DURING the one-week course under his own direction at Duke University, Head Coach and Director of Athletics Wallace Wade reiterated his own belief in football simplicity and revealed through an analysis of his team's performance that Duke is the team it is because of its mastery of detail.

Coach Wade believes that high school teams should be constructed along the same lines he follows in building the Duke team: every player soundly trained in the fundamentals, a smooth execution of a limited number of plays, and a judicious use of these plays in sequences that, through the sequence itself, becomes a form of deception.

"Every player soundly trained in the fundamentals," says Coach Wade, but he is the first to admit that a high school coach has many an obstacle in his path to prevent the accomplishment of this goal. There are the factors of limitation of time, of players and of coaching assistance. Compared to the high school coach, the college coach who is "at the top" has these in abundance. But the high school coach must carry on regardless, and make the most of the time, the players and the coaching assistance (if any) at his disposal.

Each day throughout the year, with perhaps a respite on the days before and after games, Coach Wade puts his linemen through (1) two and one blocking and charging, (2) hitting the charging machine, (3) tackling and blocking the dummy. He has the backs do (1) one and two blocking, blocking linemen going down under punts, and (3) backfield handling of the ball, working with the center.

Wade stresses blocking punts and rushing the kicker almost as much as he stresses protecting his own kicker. He spends much time in teaching players to block punts and thinks timing has much to do with a player's effectiveness in blocking them. His punt blockers slice in as quickly as possible to the lane directly in front of the kicker, leaping high into the air with their arms over their heads (the arms may be crossed or straight). This stopping short of the kicker and

leaping up into the air avoids the penalty of roughing the kicker.

Having a punt blocked, a pass intercepted or a fumble recovered are the three most serious causes of throwing a team off its stride and resulting in damage that may prove to be irreparable. The best of teams are victims of these mishaps at the most inopportune moments, but a great deal of unnecessary trouble can be avoided by emphasizing the details that make for sure-handed playing.

In offensive line play Wade emphasizes a comfortable, balanced stance, a quick hard charge, a shoulder block for first contact and the maintenance of this contact either by a continuance of the shoulder block or a quick conversion into some other block that will insure the contact. He believes in blocking that will split defensive linemen to the side, rather than that which drives them straight back. Hence, his emphasis on one-two blocks on key defensive men, and angle blocks on those who can be handled singly.

Once his team has the ball in the middle of the field, Wade wants his quarterback to aim for the long gain. He is not particularly interested in gaining ten yards in four downs. Four downs cost too much in the way of expended energy. Better to punt and depend on your system for nailing the ball-carrier in his own

back yard, if you can reasonably count on gaining ten yards on the exchange. It is a much easier way of gaining ten yards, when your open running and passing attack fails. Perhaps it will click the next time you have the ball. A sample of what Duke uses in the open game may be seen in five of the six plays on page 11.

E. E. "Tad" Wieman

Line Coach, Princeton Univ.

Ted Cox

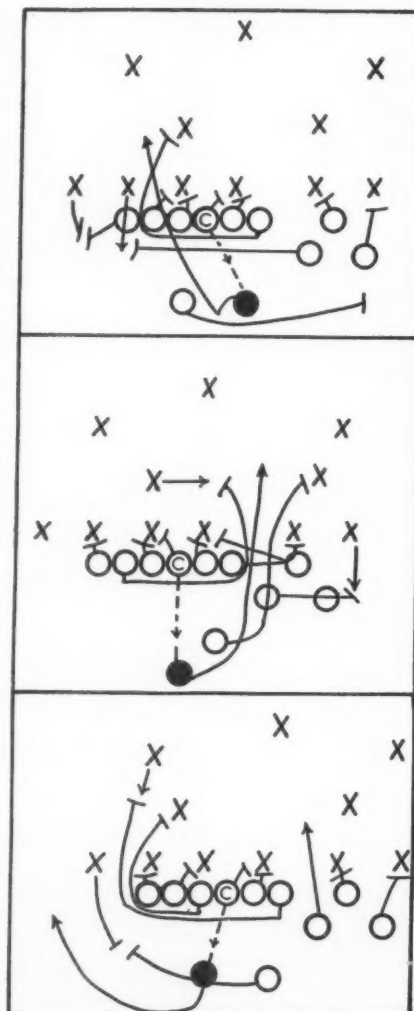
Head Coach, Tulane Univ.

A GAME between two picked teams of the outstanding high school football players in the state of Texas, the one team coached by Tad Wieman of Princeton, the other by Ted Cox of Tulane, brought to an interesting climax the third annual coaching school sponsored by the Texas High School Football Coaches' Association at Southern Methodist University in Dallas.

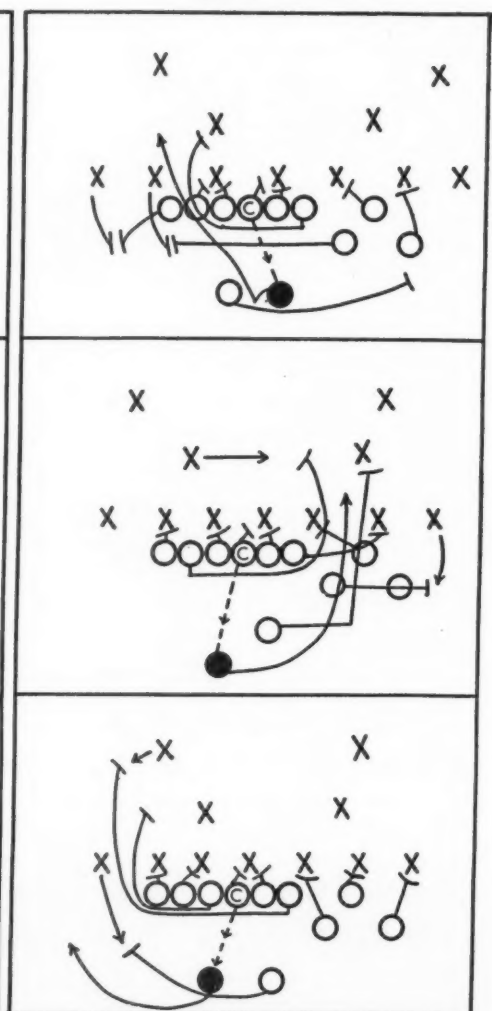
The high school players, divided into North Texas and South Texas teams, practiced and gave demonstrations daily throughout the week under their respective coaches. On the final day the two teams, distinctly uniformed, met in the Highland Park stadium before 4,000 spectators. Wieman's South Texas team defeated

McKenney's blocking assignments

Against 6-man line



Against 7-man line



Cox's Northern stars by virtue of a field goal kicked by Bill Audish, one of the few Class B players on the lot. It was a 23-yard kick, from a difficult angle, with a fair wind blowing across the path of the ball.

As expected, the game proved largely a defensive duel, with occasional flashes of brilliance on attack by both teams. Fumbles were frequent, especially in the early portion of the game, and both teams encountered no little trouble in completing passes, the general rule being that more were intercepted than completed.

Both teams tried to score on long passes with the wind in their favor. Wieman's team completed the pass in Diagram 33 several times to the left end, Williams of Hillsboro, and to Patrick, the Polytechnic Fort Worth short man on the left. The Northern team tried on several occasions to complete the long pass in Diag. 28 of Cox's plays with Darrell Tully, Eastland left end, throwing, but to no avail. Tully had shown in practice that he could throw the ball 60 yards with ease and Cox put this play in his quarterback's repertoire for his sake. One of the longest gains from scrimmage was made by Patrick, of the Southern team, on the play in Diagram 31. At this stage the Southerner's punished the Northern line terrifically, with Bill Audish ramming the line with the play in Diagram 32.

The Cox-coached boys, clad as Tulane's green wave, had their best luck with the basic Tulane play shown in Diagram 24, with Capt. Stidger of Amarillo carrying the ball. Morris White, the Lubbock ace, also had good pickings carrying the ball on the same play with a shift to the left.

Both teams used the 6-2-2-1 defense similar to the ones placed against the formations in the diagrams. The pass defense of both teams was most effective as the statistics of the game show.

Wieman's South team scored 8 first downs to 3 for the North. However, the North's first downs came consecutively in the third period, when they missed a golden opportunity to score. They were frustrated largely through the efforts of Capt. Ki Aldrich of Temple and Audish, the Southern linebackers.

The game was a great success from every standpoint. In spite of the short training period, there was not a single injury. On two occasions, players failed to rise, but they recovered before the timeout period had elapsed. On the other hand, there was no holding back, as both coaches had inspired their teams with a keen desire to win the game.

The following outline of football organization, presented by Ted Cox, was well received by the coaches:

I. What formation should you use?

1. Use the one you know best, but should make a choice between emphasizing offensive and defensive styles of football.

II. Offensive style of football

1. Avoid kicking as long as possible
2. Longer you hold on to ball, less chance of opponents' scoring
3. Continually striving for first down and touchdowns
 - a. Devote more time to perfection of offense
4. You need a varied offense to keep opponents guessing
5. Devote time to kicking and to defensive game; however, don't rely on this department to score touchdowns and do not use any major amount of time

KNEES NEED

this **NEW**

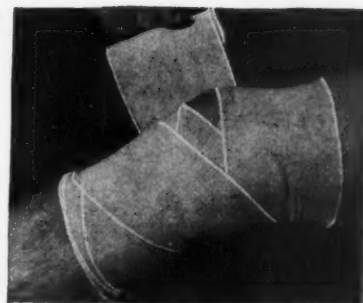
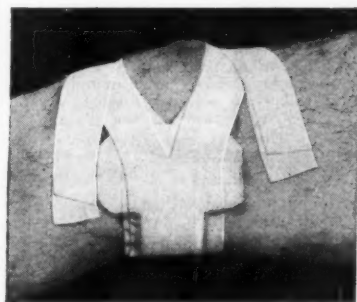
ACE Knee Bandage



A RECENT improvement of the all-adhesive tape knee bandage developed by Duke Simpson, well-known athletic team trainer. This new technique features easier application with greater mobility and more support.

The materials used are a strip of felt, 10 to 13 inches long, about 1/4" thick; two or three strips of adhesive tape, 3 inches wide by 20 to 24 inches long and one 4-inch ACE, the all-cotton, elastic without rubber, bandage.

You will find that this bandage supports knees and enables tackles and backfield men to withstand the shocks of blocking. For complete information, write us.



Helpful information and fifteen bandaging techniques are described in the "Ace Athletic Manual". If you do not have a copy send for one and we shall gladly mail one to you.

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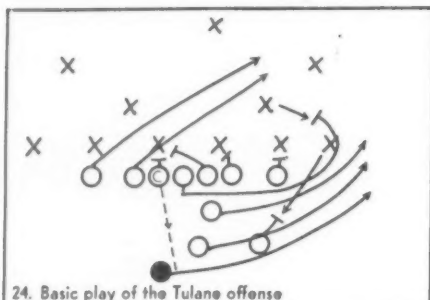
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6. You believe by trying a number of plays that some will click and turn into touchdowns
7. You feel that offensive football is easier on linemen and harder on backs
 - a. Have to have spot runners ready
8. Quick kick should be a part of your game

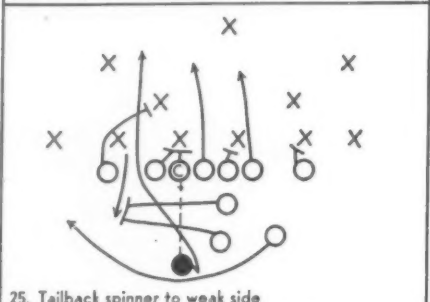
III. Drawing plays: Things one should know if receiving a lot of plays from various sources, in order to incorporate them correctly into one's formation and offense

1. Must have connectedness, in order to be deceptive and scout-proof

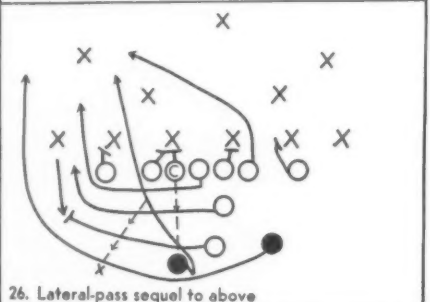
Cox's Tulane plays



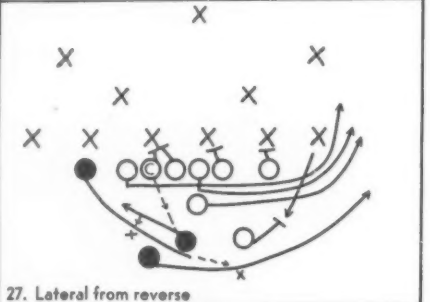
24. Basic play of the Tulane offense



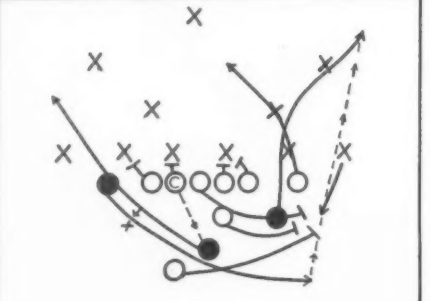
25. Tailback spinner to weak side



26. Lateral-pass sequel to above



27. Lateral from reverse



28. Sequel to No. 27

2. Must be speed or power, not a combination
3. Know how to pull linemen in order to hit close and wide man
 - a. A halfback, running guard, and tackle
 - b. Halfback and running guard
 - c. Running guard and tackle
4. Don't take chances on men slipping through middle in order to get more down field blocking
 - a. Be careful of assigning center
5. Put one on one whenever possible
6. Choosing right type of block
 - a. Crab when remote
 - b. Double-team if directly over
 - c. If directly over and have only one blocker, give option of choosing shoulder or crab
7. Every play should be strong in itself
(There may be exceptions to all above rules)

IV. Polishing offense (highest development of backfield coaching in the main)

1. Constructive criticism
2. Time is a great teacher (perseverance)
3. More effective with greater percentage of dummy scrimmage, because you can check linemen better
4. Some actual scrimmage when putting in new plays
5. With the count
6. Work more on key plays
7. Lineman down field blocking
 - a. Watch for offside
8. Whole squad taking part in dummy scrimmage
9. Separate into team signal drill (15 yards from goal line and walk back)
10. Length of whole field, signal drill and walk back

V. Work charts

1. Work chart for the first month of practice, or before the first real tough game, must include the following team exercises
 - a. Regular scrimmage
 - b. Dummy scrimmage (practically every day)
 - c. Team signal drill (every day)
 - d. Spot scrimmage
 - e. Covering kicks (quite a bit early)
 - f. Returning punts
 - g. Kick-off work, offense and defense (cover early)
 - h. Forward pass, offense and defense
 - i. Group work (practically every day)
 - j. Roll blocking (every day but Friday, and try to get it in before squad assembles)
 - k. Tackling (every day, and try to get it in before squad assembles)
 - l. Warm up (every day; includes kicking, catching punts, ends and passers together, linemen catching from mediocre passers, grass drill)
 - m. Defense by team
 - n. Point after touchdown (depends on ability of kickers)

VI. Lateral passing

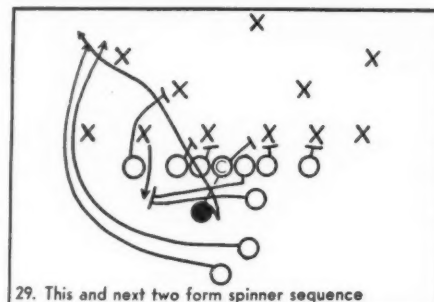
1. Types
 - a. Set laterals, particularly those behind the line of scrimmage, and set off of punt return and kick-off, among which are included, but which we will not discuss, reverses
 1. Wherever possible, do not have passers and receivers running to the side
 2. Technique
- b. Forward lateral
- c. Impromptu or optional laterals
2. Advantages of lateral passing
 - a. Crowd pleaser
 - b. Enable you to strike to the flank with speed and deception
 - c. Causes the defense to be spread
 - d. Very invigorating when fatigue has set in in the fag end of the season
 - e. Works directly against one of the basic laws of pass defense, that when the ball is thrown, get to it
 - f. Has caused the defense in some cases to tackle high
3. Disadvantages
 - a. Boys must be sold on idea
 - b. Takes extremely good ball handler
 - c. Some danger of not getting maximum down-the-field blocking
 - d. Particularly in the impromptu lateral, there is danger of giving the other team the ball

Paul "Tony" Hinkle

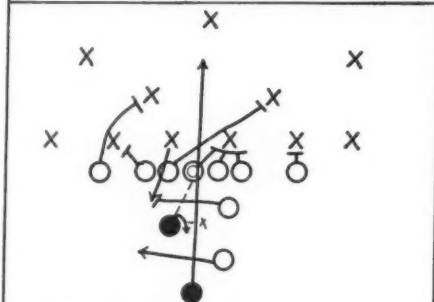
Basketball Coach, Butler Univ.

STUDENTS of basketball who have seen Tony Hinkle's Butler University team in action retain one impression above all others: that the Butler attack never seems to be at a loss to know what to do. What its component parts consist

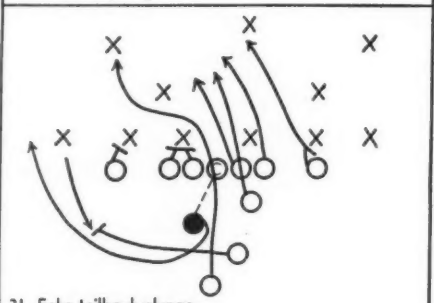
Short punt by Wieman



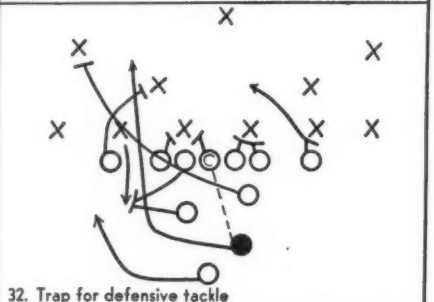
29. This and next two form spinner sequence



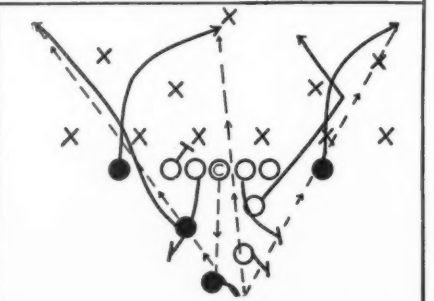
30. Tailback plunge



31. Fake tailback plunge



32. Trap for defensive tackle



33.

of, and how Coach Hinkle correlates them into a way to victory, were revealed to coaches attending the coaching schools at Butler University and Northeastern University, where Hinkle, assisted by one of his former pupils, Archie Chadd, coach of Anderson High School, 1935 Indiana state champions, gave a week's course on his system of play.

The basis of the attack against a man-to-man defense consists of maintaining a distribution of players in five areas in the frontcourt, the passing of the ball and circulation of these players according to certain laws of passing and cutting, and the ability of the players to make the proper choices among the options afforded by each situation.

The five areas which the players are to use to maintain separation are marked off in the diagram "Position areas for Hinkle's continuity" on the next page.

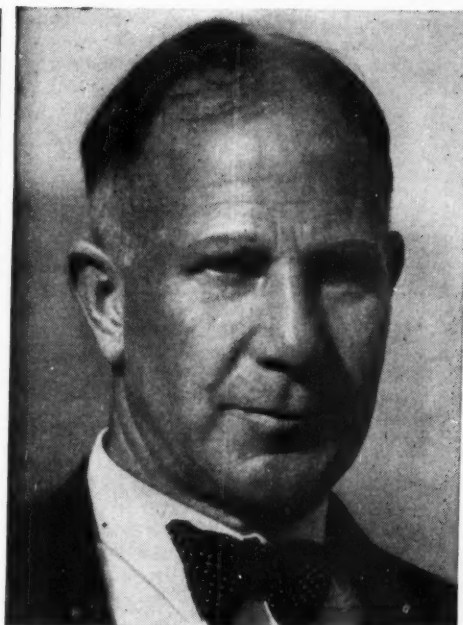
The areas are known by the numbers 1, 2, 3, 4, 5. The players circulate according to the movement of the ball and of the two players handling the ball at the instant. When two players find themselves in the one area, it is up to one of them to clear out and go into the unoccupied area. Observation of the following formula for passing and cutting is a great aid to maintaining the separation desired and of signalling the course each player will follow after he has made a pass:

- (1) Player passing the ball straight forward should run by on either side of the receiver.
- (2) Player passing the ball cross-court and backward should run in front of (inside) receiver.
- (3) Player passing the ball cross-court and forward should run behind (outside) receiver.
- (4) Player passing the ball directly cross-court, from side to center, should run outside. Player passing the ball directly cross-court from center to side should run inside.
- (5) Player passing the ball straight back may do anything. If, for instance player deep in Area 4 back-passes, for safety, to player in Area 2, player in Area 4 may cut out to end of his area, receive return pass from player in Area 2 and then the two players may attempt to score by means of any one of the options diagrammed on the next page.

These options show the range of the possibilities for these two players only. The same options hold for a similar exchange on the opposite side of the court, between players in Areas 3 and 1. As many others hold for exchanges between players in other areas, such as player in Area 2 passing to player in Area 5 (the pivot play), 4 passing to 5, etc.

On the 2 to 4 exchange the following is intended to supplement the diagrams:

Option 1—note that player running out to the end of Area 4 stays a few feet (a yard or more) from the sideline, in order to make an alley for options that player in 2 might choose. 2 passes in to 4 and runs straight in toward 4, concealing as long as possible his intent as to the side he will run on. If the deception of the run by 2, and the timing of the pass by 4 (or the withholding of it) are well executed, one of the two defensive men attempting to cover the situation on a man-to-man



BANANAS help build up SPEED and ENDURANCE

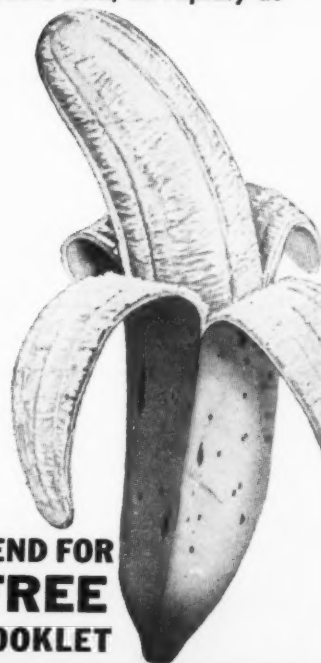
says Dean B. Cromwell
Track Coach

University of Southern California

"Training diets call for about four parts of carbohydrate to one part of fat. We have found ripe bananas to be high in carbohydrate, mostly sugar, which is an excellent energy-yielding food. They contain practically no fat. They are also a highly alkaline food necessary to rapid recovery from fatigue, thus aiding in the elimination of 'smoke' (carbonic acid) as rapidly as it is produced in the body. Such 'food fuels' preserve the 'wind,' which makes for speed and endurance. We have also found ripe bananas to be very easily digested and mildly laxative."

Dean B. Cromwell.

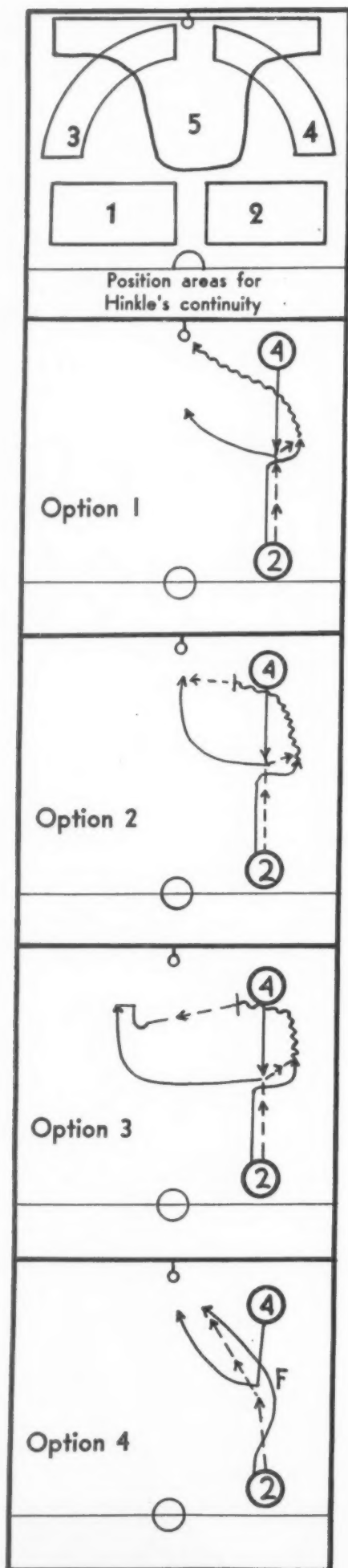
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new training booklet in which famous
coaches relate experiences with bananas.



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FREE
BOOKLET

PUT BANANAS ON YOUR DIET LISTS



basis will be checked or confused just long enough to free either 2 or 4, whether or not the defensive men are switching. Option 1 calls for 2 taking a quarterback pass on the outside and dribbling in for a shot.

Option 2—2 takes the pass, dribbles in part way, comes to a sudden stop, leaps and hook passes, or bounce passes to 4 cutting around.

Option 3—2 takes the pass, dribbles in part way, comes to a sudden stop, hook passes or bounce passes to 4 who reverses his direction after a run, pulls out a step or two and shoots before his guard can adjust himself to the quick change in direction.

Option 4—2 passes to 4, cuts down the outside and across sharply, while 4, after faking the quarterback pass to the inside, reverses his turn and wafts a two-hand shoulder pass from above the left shoulder to 2 cutting for the basket.

Option 5—The same as Option 4 except 2 stops and reverses to take 4's pass, 2's guard having succeeded in staying with him on the run in.

Option 6—After faking, 4 retains the ball himself, and dribbles around and in.

Option 7—After faking, 4 retains the ball, dribbles in part way (dribbling with left hand and with the body protecting the ball), stops and whips pass to 2 going in.

Option 8—Same as Option 7 except that 2 reverses to take 4's pass.

2 Going Inside—A sample of the possibilities when 2 cuts inside.

Hinkle's Purposeful Passing System demands that the players know thoroughly all the options on every exchange, and, of course, players who can perform the necessary skills and make the right choices. Some high school coaches among Hinkle's audience were wont to question the suitability of the system in toto for boys whose limited experience would mitigate against intelligent application of the Hinkle continuity.

Richard C. "Dick" Harlow

Head Coach, Harvard Univ.

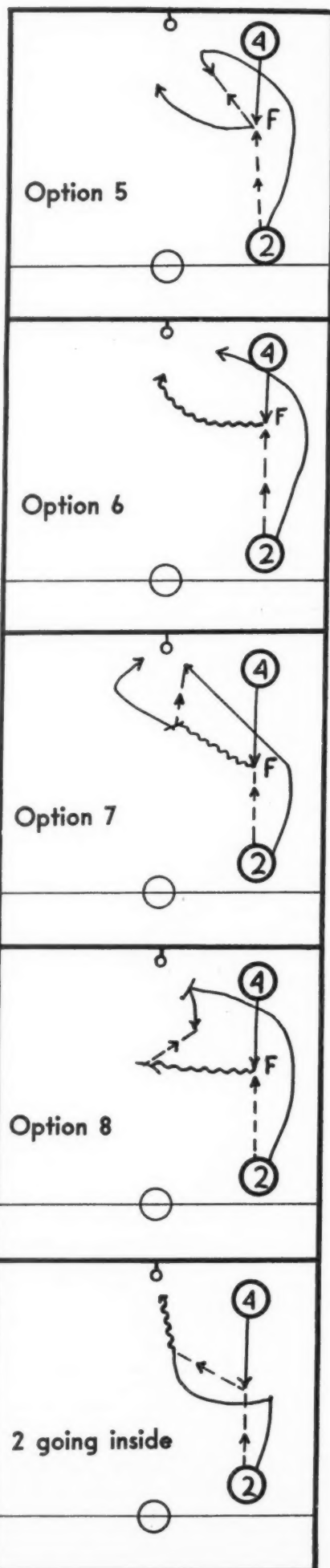
HARVARD'S new coach, Dick Harlow gave an outline to aid coaches in planning the season, in a lecture before the Northeastern University Coaching School, where he was making his second annual appearance. A year ago Harlow appeared on the same rostrum as coach of the University of Maryland team. He had formerly coached at Colgate and Penn State. Excerpts from his outline "Planning the Season:"

All general plans should be completed prior to start of season. Often developments during season will force minor changes, but normally success comes more consistently to teams which adhere to a plan which is well thought-out before the season starts.

Even a few years ago, schedules permitted a team to be worked up to two or three important games in mid-season followed by a break, and then again worked up to a climax. Perhaps some are still that fortunate, but for most of us it is just a full season of hard games. Somewhere along the line you are going to slump unless you have an abundance of boys of equal calibre so that the team may be rested.

Two courses open:

1. Prepare especially for one or two most important games of schedule.



2. Take games as they come—each Saturday.

Placing of men in proper positions: Get the eleven best football players in there, irrespective of where they have played previously.

Would choose players to get key men in the following positions:

1. Quarterback: fate of team in his hands. Victories no longer won on first downs. Qualities which are essential. Leadership.
2. Center: key to offense, and if a good defensiveman also most vital to defense. Importance of center in direct passing.
3. Tackles: Keys to defense.
4. Kicker.
5. Pass defenders, as vital as tackles nowadays.

Shifting of players: Best to shift from outside in, normally, though in these days many agile linemen have been converted into ends. The outside-in shift, however, is more often successful. More easy to shift from backfield up than vice versa. Two good fullbacks—get both into game—keep best one on offense in backfield and make other into center. Halfback who is good blocker but weak on pass defense, or one who fumbles, make into guard.

Guards should be shifty, fast and aggressive, and if they are not it is best not to use running guards.

Make your mind up of one thing—the success or failure of your season will be determined in the first six weeks' work. Do not change type of offense during the season.

In the main, however, the first two weeks should be devoted to conditioning work, and the frame work of the season will be laid. This time should be devoted to:

1. Coordination: In these days no great football player exists who does not have it, yet it may be developed to a surprising degree. Various exercises which help: grass drills, shadow boxing, running backwards and sideways, catching passes, rope skipping, shifting—right, left, front.
2. Running: so many football players don't know how to run. Track coaches and best "form" runners on squad may be of value. Common faults: the boy who skates over field and has no high knee action; boy who runs with arms out, "crow-flapping;" boy who runs with knees widely separated. May be helped by:
 - (a) Short sprints—starting on ball—6 short ones and one for 50 yards. Attention to form. Alternate grouping boys of natural speed with faster ones.
 - (b) Covering kicks.
 - (c) 10-yard sprints—the length of field—lining up fast.
 - (d) Catching passes.
 - (e) Running through line of men (stationary) trying cross over step and side step and body feints.
 - (f) Lateral passing at full speed.
3. To harden muscles, nothing approaches the most valuable of all football assets—blocking and tackling—alternating these with grass drills and preceding them with loosening-up exercises. Start all this work at slow speed and don't have men run far before contact until hardening is accomplished.

Along with the above work, the first

[Concluded on page 36]



"The Players Enjoy It Very Much . . ."

DETROIT COACH SERVES HAWAIIAN PINEAPPLE JUICE TO HIS SQUAD

Charles A. Dorais, Football Coach at the University of Detroit, knows the value of pure, unsweetened DOLE Hawaiian Pineapple Juice. He writes: "During our practice sessions in football, particularly during the first of the season when we have warmer weather, I have found DOLE Pineapple Juice quite effective. It is stimulating and refreshing. It also cuts the phlegm. The players enjoy it very much, too. And our pineapple juice 'cocktail minute' is most popular!"

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which insures the proper co-ordination and action of its component parts, produces

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New Books on the Sportshelf

Indispensable Reading

THE CURRICULUM IN SPORTS (PHYSICAL EDUCATION). By Seward C. Staley. Philadelphia: W. B. Saunders Co. Pp. 373. \$2.50.

HERE is the most important book of the day for students of physical education (sports) and practitioners who aren't afraid of a new idea. The physical (sports) director, the coach, the school administrator who would have his department of physical education serve the school as well as it can in the light of present-day educational standards will find in Dr. Staley's book the plans for achieving this goal.

The reader is at once arrested by the title of the book. Dr. Staley has no use for the term physical education, and we believe he will win nine out of ten of you to his point of view, if you are not there already. There is no physical education. That concept of training for the body as something separate from training for the mind is no longer acceptable, and while various organizations in their slogans and on their emblems still speak of the human organism as being divisible into three (or more) vague attributes, such as "spirit, mind, body," it is only indicative of the distance the mass of people lag behind those who make a business of studying the matter.

Dr. Staley has not plumped for the title sports as a substitute for physical education without looking around. The reader is convinced that he looked around for many years for some name that would knock the title physical education permanently off the map. Whether the title sports will do it remains to be seen.

"I am convinced," writes the author in his preface, "that the idea of physical education is altogether unsound and indefensible. I am further convinced that it would be decidedly advantageous to abandon this title. If we abandon the title physical education a new title must be adopted. The title sports is suggested. I hold no brief for this title. The title sports is advocated merely because, of the several titles possible, it seems to be the most appropriate. If anyone can suggest a title that would be more appropriate, I am ready to endorse it."

In defense of the title sports Dr. Staley builds a strong case by first ruling out on all the other possible titles, among them the title gymnastics and the title athletics. The objection to the former is that it connotes "body, training, body education, and body exercise. And this is the very connotation we want to avoid. It would tend to contradict the thesis we have tried to maintain—that there is no distinctive body training." As for the title athletics, or athletics education, the objections are that as commonly used it applies to the vigorous, competitive sports, and excludes many activities (such as swimming, golf, hiking, dancing, acrobatics, ping pong) that are either not competitive or not vigorous to the degree of sports usually thought of in connection with the title.

In concluding his defense of the title sports Dr. Staley cites the four possible objections that can be raised to it, and dismisses them beautifully. Objection No. 1 is that several of the activities which should be included in the curriculum (life

saving, juggling, dancing, stunts) are normally not considered as sports. Objection No. 2 is that the title sports includes some activities which do not meet with universal approval, such as hunting, shooting, horse racing. Objection No. 3 is that the title suggests some activities which cannot, for practical reasons, be included in the curriculum of many schools, such as camping, hiking, riding, boating. Objection No. 4 is that the term sports, to some people, has objectionable connotations.

To Objection No. 1 the author answers that where swimming is taught the school is morally obligated to teach life saving, in order to render the primary activity safe. Juggling, dancing and stunts come within the definition of sports as "vigorous activities that individuals voluntarily engage in for fun, joy, or satisfaction." To Objection No. 2 he answers that if the title includes some activities not universally approved, (such as hunting and shooting) there is no more reason why the trash need be included in the sports curriculum than the trash in French reading need be included in the curriculum in French. To Objection No. 3 the answer is analogous to No. 2. The curriculum does not need to include everything. To Objection No. 4 the answer is not so conclusive. In some sections of the United States the term sports is in ill repute, and this feeling about it would have to be changed. In the very sections where the word sports itself may be in ill repute, the words sportsmanship, sportsman, and such phrases as intramural sports and interscholastic sports, are wholly without stigma.

Curriculum in Sports, combining both theory and practice in a deft treatment which leaves the reader in no doubt as to the practicability of any phase of the program recommended, arrives at the actual program-making part of the book through early chapters on (1) The Educational Philosophy, with some of the following sub-divisions: The Nature and Purpose of Education; "Socially Efficient Conduct" Is the All-inclusive Object of Education; The Ultimate Objectives are "Kinds of Doing;" The Function of the School; (2) The Curriculum in Physical Education, presenting a historical survey of the programs of the past; (3) There Is No Physical Education; (4) Physical Education is Sports Education; (5) The Field of Sports; Objectives for the Curriculum in Sports.

Starting with Chapter VI the four steps in the building of a curriculum are presented: (1) Selecting conduct objectives; (2) Determining the control objectives; (3) Formulation of learning activities; (4) Determining the materials for learning.

These high-sounding educational terms are justifiable. New concepts require new names, and while the term conduct objectives, for example, means simply the sports that are selected for getting the desirable responses and results from the students, it is more convenient to say "conduct objectives" than to go into the definition every time this meaning is to be conveyed. Dr. Staley makes a point to define his terms, and avoids the error of presuming that everybody has read John B. (Behaviorist) Watson.

We cannot do more in this space than to conclude the list of chapter headings, and to quote some of the author's most

pertinent remarks on teachers in Chapter X, the Organization of the Curriculum in Sports:

The curriculum in sports, like each of the other divisions of the school program, should be organized and conducted so it will make a maximum contribution to individual and social welfare. The curriculum in most schools, unfortunately, is not organized and conducted on this basis. While it is true that several other factors are involved in creating this condition, it is also true that the teachers themselves constitute a major contributing cause. In a great many institutions the curriculum in sports is determined largely, if not entirely, by the teacher's own training, experience, ability, and interest. The question of what would be the best curriculum from the standpoint of the individual and society in too many cases has never been seriously considered. Many teachers blindly reproduce the type of program they themselves learned as students. * * * Many teachers foster curricula, which, if not limited to their own interests are at least centered in these interests. * * * Finally, many teachers, because of a demand for winning varsity teams, restrict the curriculum to sports included in the extramural program.

At this point Dr. Staley hastens to add that he does not condemn the inclusion of varsity sports in the curriculum. "These sports most certainly should be included."

What the sports curriculum should consist of specifically (where it is possible to be specific) and the details for regulating the routine, testing and grading the students in sports, are the practical points on which the work closes: Chapter XI, Class Regulations and Plans for the Curriculum in Sports; Chapter XII, The Theory of Grading in the Curriculum in Sports; Chapter XIII, The Practice of Grading in the Curriculum in Sports; Chapter XIV, The Sports Curriculum Outline.

JACK LIPPETT

Cleveland Pageant in printed form

DEMONSTRATION HANDBOOK OF OLYMPIA THROUGH THE AGES. By Harriet V. Fitchpatrick and Florence M. Chilson, with an introduction by Floyd A. Rowe. Pp. 125, illustrated. A. S. Barnes & Co., New York, \$1.50.

THE thrilling sports pageant, "Olympia Through the Ages," which Cleveland staged in its Public Auditorium on the occasion of the 1934 American Physical Education Association convention, is more than a theatrical representation of the physical education movement over a period of more than 2,000 years—masterfully summed up in two hours. It is a demonstration of cooperative effort of such proportions as to send the imagination whirling to thoughts of the fine things people can really achieve as a group when they are inspired and well directed. Those who had the good fortune to see the pageant in Cleveland marvelled at the manner in which these 3,000 performers, mostly school children, reeled off episode after episode in a performance that had the professional touch one hardly expects to see on such an occasion. All the more delightful the surprise. The details, and as much of the "key to success" as can be put into writing, are now available in this Demonstration Handbook which two of the leaders of the pageant have put together. Regarding the suitability of the



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* Based on actual letter from our files.

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pageant for production elsewhere the authors have this to say:

"While the premiere of 'Olympia Through the Ages' was performed on a gigantic scale in the huge Cleveland Public Auditorium with a floor space of 180 by 60 feet, the pageant may be well adapted to much smaller auditoriums and a smaller cast. It would be ideal for an outdoor play space . . . if a good amplification system for music is provided * * *

J. L.

Anatomy of the living

ELEMENTARY HUMAN ANATOMY. By Katherine Sibley. Pp. 360, illustrated. New York: A. S. Barnes & Co. \$4.50.

THIS book is written for students in physical education and represents the methods used in anatomy studies at Syracuse University. The aim of the author is to describe the anatomical relationship of the organs in the living body as contrasted with the usual descriptive anatomy of the dead. To achieve this Miss Sibley uses not only human and animal preparations for her demonstrations, but includes observations on living subjects. She also uses X-ray pictures and urges visitations to orthopedic clinics in order to study the pathological deviations of the structure. The numerous illustrations in the book have been selected with care and are well coordinated with the text.

It is interesting to note that the author, dealing with the levers of the second type, easily became a victim of tradition. She speaks of the foot as a lever of the second type (in raising on the toes) and reproduces an illustration from Testue (p. 127). This common error crept into many books on anatomy and physiology, although Demy had long ago showed that it was not correct. In describing the part played by gastrocnemius in stabilization of the knee joint (p. 222) the author does not mention the bone apparatus acting when the leg is extended. Miss Sibley quotes freely from M. Braus's anatomy and in so doing acquaints the public with a remarkable book. Unfortunately the beautiful illustrations taken from the same source lost a great deal in reproduction.

On the whole this book represents a conscientious effort to relate anatomy to physical education and physical therapy and should be welcomed by the profession.

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Coaches' Associations

[Continued from page 24]

bers to work in conjunction with the executive officers as a Board of Control. The following coaches were elected: Bois 'd Arc Beams, Murray Aggies, Tishimingo (recently elected Athletic Director of Tonkawa Jr. College); J. B. Miller, Athletic Director Tulsa University; Vic Hurt, Athletic Director, Oklahoma Baptist University, Shawnee (recently elected track coach and assistant football coach, Southern Methodist University, Dallas, Texas); Jim Lookabaugh, football coach Capitol Hill High School, Oklahoma City.

One dollar was set as a membership fee, and Oklahoma City was designated as the city in which our annual meetings would be held, along with the annual rules interpretation meeting.

Biff Jones, head coach; Tom Stedham, line coach; and Doc Erskine, backfield coach—all of the University of Oklahoma; Dana X. Bible, Nebraska; Gus Henderson, Tulsa University; Albert Exendine, Oklahoma A. & M.; Chuck Taylor, Converse Rubber; Grady Skiltern, Tulsa Central High School are serving as instructors at our coaching school which is now in session.

Next year it is the intention of the Association to conduct a week's coaching school. A small fee in addition to our regular membership fee will be charged.

RAY LECHONE

Interscholastic Swimming Coaches' Association of America

AS far as we know, this is the first national organization of high school coaches ever attempted. This body was organized in March, 1934, at the National Collegiate A. A. swimming championships at Columbus, O., and had the encouragement of leaders in college swimming circles, among them Ed Kennedy of Columbia University, editor of the Swimming Guide; Matt Mann of Michigan, Frank Wall of New York University, Henry Ortland, Jr., of the Navy.

At the organization meeting eleven members were present. Today the membership has been doubled, and has representatives from eight states and the Dominion of Canada. The officers are: President, Harry Boardman, Virginia H. S., Virginia, Minn.; Secretary-treasurer Charles McCaffree, Jr., Battle Creek H. S., Battle Creek, Mich.

One of the principal achievements of the Association during the past year was its action in support of the new legislation, put before the N.C.A.A. Swimming Rules Committee through C. E. Forsythe, representative of the National Federation of State High School Athletic Associations, on the Rules Committee. This new legislation, which was passed and will be included in the 1936 Guide, sets up two divisions of interscholastic records (a) those for public high schools, and (b) those for private preparatory schools. Another change, supported by this Association, provides for a new order of events for dual and championship interscholastic meets, as follows:

1. 50 yd. Free Style (75 foot pools)
2. 40 yd. Free Style (60 foot pools)
3. 100 yd. Breast Stroke
4. 220 yd. Free Style
5. 100 yd. Back Stroke
6. 100 yd. Free Style
7. Fancy Diving (See Diving rule)
8. 150 yd. Medley Relay (75 foot pools)
9. 180 yd. Free Style Relay (60 foot pools)
10. 200 yd. Free Style Relay (75 foot pools)
11. 160 yd. Free Style Relay (60 foot pools)

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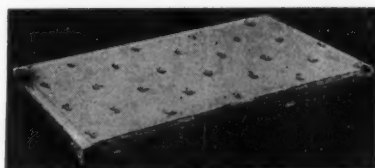
and formations are demonstrated in full detail—in slow motion, in stop motion, and at normal speed—after which the same plays and formations are shown in use—in scenes from actual games.

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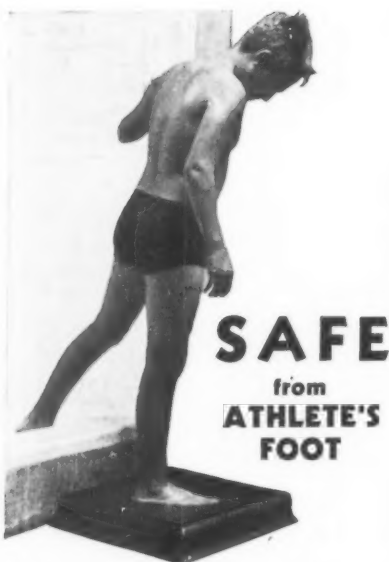
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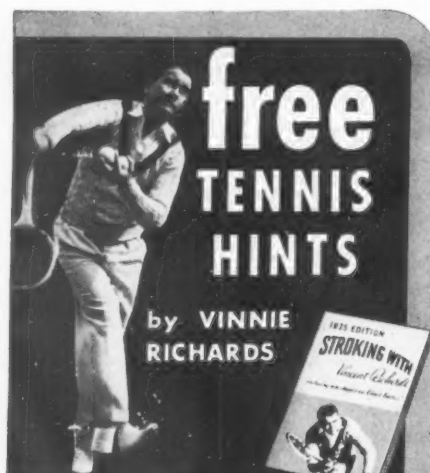
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Coaching School Review

[Continued from page 31]

two weeks must be devoted to fundamentals—and then more fundamentals and these must be adhered to throughout the season. Blocking and tackling are the most important and among the others which we spend much time on are: kicking, passing, stiff arming, cutting with ball, cross-over, pivoting, body-feinting, weaving and dodging, line interference, line charge, cross charge, ball-handling, reversing and fake reversing, spinning.

Start signals early—first day with few simple plays. Always walk through sig-

Acknowledgment

The editor wishes to express his appreciation to E. S. Parsons and Al McCoy of Northeastern University, Standard Lambert of the Texas High School Football Coaches' Association, Matt Mann of Duke University, and the coaches whose material has been used, for their invaluable cooperation in assembling the "Coaching School Review."

nals till men know assignments thoroughly.

Plan work to keep all players busy—don't have boys standing around watching day after day.

Don't be too ready to break up team or combination if team loses.

In early scrimmages don't have too varied offense, but include short-side plays and passes. Always use percentage of bucks to develop charge.

Group work:

Very valuable throughout season. Work is based and time is allotted according to ideas as to what features of play are most important for each position.

For centers we spend 40% of time in passing; 20% in playing defense against passes; 10% cross-checking; 15% defense out of line; 10% defense in line and 5% charging in line.

For guards we allot 40% of the group work time to running interference—both right and left; 40% to defense in line and 20% to offensive charging.

For tackles 40% of the time is allotted to defensive stunts and charging; 20% to running interference; 20% to offensive charging; 10% to cross checking and 10% to pass defense.

For ends 30% of the time is given to blocking tackles; 30% to defensive play, working against entire backfields; 20% to covering kicks; 10% in catching passes and 10% in pass defense.

The safety man spends 40% of his time catching punts; 40% in pass defense; 10% in interference and 10% boxing tackles.

The other backs approximate 40% in pass defense; 40% in running interference; 10% boxing tackles and 10% blocking ends under punts.

Various forms of group work: Line interference with entire new line moving in each time. Later on have man backing up line. Entire backfield working on ends. Ends boxing tackles, both with wingback and alone. Linemen—2 on I. Pass defense. Unit work in blocking punts.

Blow whistle early in early scrimmages. As games come along—scrimmage should be limited to once or twice a week and for much shorter periods. Don't ever scrimmage a slightly injured player.

Short, driving, peppy scrimmage of 30 minutes is much to be preferred to long drawn-out one of an hour and a half.

After season gets under way add plays each week. In middle of season use trick plays if team is mentally tired.

Always better to have team eager to play, feeling fine and knowing less football than to have team mechanically perfect and nursing bumps, both physical and mental.

Day of game

Players on bench sit in groups, ends, tackles, guards, etc., all together with men of same

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positions. I like to have the reserve quarterback sit on one side of me to discuss various strategies and plans.

Never fly off the handle on the bench; keep absolutely cool even though inside you are burning up.

Keep players out of hotel lobbies and away from hand-shakers, and above all keep them out of the dressing room.

Take a walk together the night before the game.

Do not let boys overeat the latter part of week.

Allow plenty of time for dressing.

On arrival at field have whole squad go over field and observe conditions of sun, field, air and various markers.

Practice 30 minutes before game time—for 15 minutes—kicking both with and against wind and passing ditto. After warming up come into dressing room.

Last-minute talk must be planned for different types of boys and different mental attitudes but there should be no fiery oratory—just cool, calm, common sense.

Football Books

[Continued from page 18]

Warner, Glen S. *Football for Coaches and Players*. Stanford, California: Stanford University Press, 1927. Pp. 205, illustrated—diagrams. \$4.

Here is the great Warner system in its creator's own words. The basic formation that Warner has used for twenty years is carried through all the diagrams. This is the gospel for thousands of football coaches.

Weyard, A. M. *American Football*. New York: D. Appleton and Company, 1926. Pp. 486, illustrated—photographs. \$3.

A history of football from 1876 to 1925, the age of flying plays and guards—back to the modern game.

Wilce, J. W. *Football—How to Play It and Understand It*. New York: Charles Scribner's Sons, 1923. Pp. 242, illustrated—photographs and diagrams. \$2.

An explanation of the game for the young player, with descriptions of conditions for playing each position.

Zuppke, Robert C. and Olander, Milton M. *Coaching Football*. Champaign, Illinois: Bailey and Himes, 1930. Pp. 341, illustrated—photographs and diagrams. \$3.50.

A standard text on the game, taking up the work of the coach as an organizer as well as a teacher. An entire season is followed through, from schedule making to the final game. The schedule of daily practices is included.

Other Football Books

(Incomplete data)

Bachman, Charles W. *Manual of Football for High School Coaches*. Manhattan, Kansas: Kansas State College, 1926. \$3.

Barbour, Ralph H. and Sarra, LaMar. *Football Plays for Boys*. New York: D. Appleton-Century Co., 1933. \$1.25.

Faulkenberry, Frank A. *Football Fundamentals*. Murfreesboro, Tennessee: Frank A. Faulkenberry, 1930. \$1.50.

Jones, H. and Wesson, A. F. *Football for the Fan*. Tennis-Mirror Co., 1929. \$3.

Rockne, Knute K. *Football Problems*. Menominee, Wisconsin: The Athletic Supply Co., 1927. \$1.

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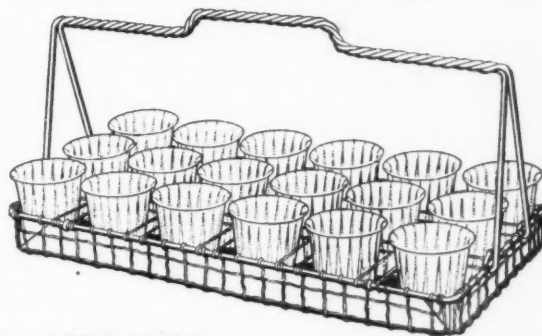
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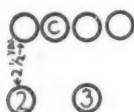
Six-Man Football

[Continued from page 16]

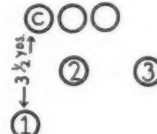
width is lessened so that the defensive team will not have a disproportionately large area to protect. In case the players wear tennis shoes the ball may be punted on the kickoff by a kicker from behind his 30 yard line while his teammates start from behind the 20 yard line when the ball is punted.)

ARTICLE III. All players of the offensive team are eligible to receive forward passes, except the snapper-back (center).

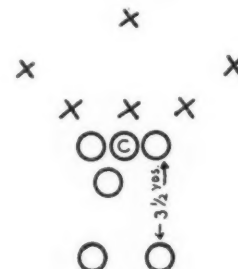
ARTICLE IV. The offensive team must have three or more players on the line of scrimmage.



Formation No. 3



Formation No. 4



Defense Formation

Formation No. 3 adds another man to the line. Formation No. 4 will appeal to those who like spins and reverses. The defense formation shown here seemed to be the strongest in use among teams the author observed last year. It will shift a little as the offense goes off balance. The defensive half-backs play two or three yards back of

the line of scrimmage and outside their ends. The safety man must be close enough to help on passes. In six-man football he is likely to be much busier on defense than he is in the eleven-man game, for the forward-pass defense requires his intervention in territory that the eleven-man defense could cover without his help.

PENALTY for violation: Loss of down and loss of five yards from the place where the ball was put in play.

ARTICLE V. A forward pass may be made from anywhere behind the line of scrimmage.

ARTICLE VI. The backfield man receiving the ball from the snapper-back must pass the ball to a teammate before crossing the line of scrimmage. This pass may be made forward or backward. The pass must travel through the air at least 2 yards before being caught by the receiver.

PENALTY: Ball returned to spot where put in play and loss of down.

consist of four eight-minute quarters. (By mutual agreement these periods may be lengthened.)

ARTICLE IX. On the kickoff, the receiving team may place men anywhere behind the line 10 yards in front of where the ball is kicked from.

The games of six man football that have been played indicate that the game has passed from the theoretical to the practical. There is more opportunity for open field running than in plays (running plays) and to drop back on pass plays.

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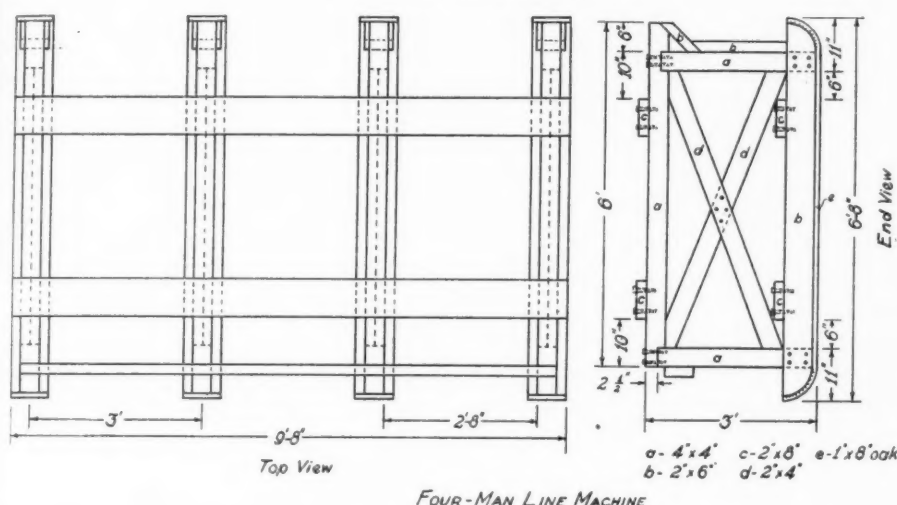
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Football Practice Equipment

[Continued from page 13]



FOUR-MAN LINE MACHINE

assignments in end play is to rush across the line of scrimmage, advance just so far, stop, play the interference and stay in balance. These sleds should be placed about three yards back of an imaginary line of scrimmage with the bumpers pointing at an angle toward the defense. The defensive ends take their positions on their line of scrimmage and a little to the outside of each sled. Ends should be instructed to stay low and throw their feet and legs backward as they strike the sled with both hands. In the course of their practice they should execute pivots to release themselves from imaginary blocks, do some drifting after striking the sled, and go through the entire repertoire of stunts demanded of an end. All this practice helps to develop the agility necessary for good defensive end play.

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ground and abundantly padded with upholsterer's hair.

These posts, if sufficiently padded, can be used for practicing almost all kinds of close blocking. Their most important use on our practice field is to serve as a defensive tackle, and we spend a little time each day with the ends and wingbacks teaming together on the tackle. These blocking posts are also well adapted to practicing the side body and pivot or cart-wheel blocks.

For open or down-field blocking practice a dummy like the Gilman Comeback Dummy is a great help. This dummy is the invention of Marty Gilman of Gilman, Connecticut, and falls down when struck, then erects itself. An entire defensive team made up of these dummies can be used to good advantage in developing timing of plays and running of signals. Most schools would have to be content with much less, however, because of the expense involved.

Program in Health Instruction

[Continued from page 20]

- texts, provides for broader viewpoints and is no more costly. Within this 20 per cent, several sets of textbooks should be supplied. These books should be placed where pupils may have convenient access to them—the study hall, the library or the health classroom.
2. Reference books: The school library should include a wide range of literature for reference for the use of the pupils and the teachers. This should be kept up-to-date.
3. Magazines and reports: A health magazine and reports of state and national health departments and organizations should be in every school library.
4. Visual aids: These should include slides, motion pictures, charts, pictures, posters, etc.
5. The selection of materials for instruction
 - a. Guiding principles

The material should:

- (1) Conform to acceptable standards of education in other fields, literature, science and art in particular
- (2) Be pertinent and essential
- (3) Be within the range of comprehension of the pupil who is to use it
- (4) Be positive rather than negative in character
- (5) Be up-to-date and conform to recent scientific findings
- (6) Emphasize healthful living

II. THE SPECIFIC COURSE IN HEALTH INSTRUCTION

A. Objectives

1. To provide a body of knowledge related to the fundamental principles of healthful living
2. To develop rational attitudes and scientific methods of thinking about personal health matters

[Turn to next page]

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3. To develop appropriate attitudes and ideals related to personal and social health
 4. To develop a feeling of social responsibility in regard to health
 5. To develop a desire to apply health principles
 6. To develop an appreciation of and willingness to assume responsibility in maintaining a healthful home, school and community environment
 7. To develop appropriate health habits and skills related to all aspects of health
 8. To provide experience in finding, evaluating and using health materials, activities, facilities and professional health service
 9. To develop an awareness of the health qualities of a situation or activity to the extent of desirable action
 10. To help pupils to become self-determining and self-directing in health matters
 11. To help pupils to avoid and to overcome all forms of false health beliefs and practices
 12. To help to insure a more uninterrupted school progress by means of improved health
 13. To help pupils to evaluate the health aspects of vocations
 14. To promote appreciation of health education in the school, the home, and the community
 15. To develop a correct reading and speaking vocabulary related to the different aspects of health
 16. To develop an appreciation of the richness of life that may result from the observance of high standards of health behavior
- B. Grade Placement and Progression of Material**
1. Guiding principles
 - a. The topics should coordinate with the material presented in the natural and social sciences and other subjects in the same year when possible
 - b. The essential material should be placed in the lower levels so as to serve the boys and girls who discontinue school attendance in the earlier secondary years
 - c. The material should be graded to the enlarging responsibility of the pupil for self-determination
 - d. The expanding social outlook of the pupil should be utilized
 - e. The material should meet the changing health needs of high school pupils
 - f. The material should be increasingly more difficult and compare favorably with science courses
 2. Methods of Instruction
 1. The approach to the lesson should be made by utilizing the interests and curiosities of the boys and girls. For example, a boy is not much interested in exercise as such, or the physiological effects of exercise, but he is interested in playing games and in keeping in good condition in order that he may play on the athletic teams. For that reason he is willing to learn the effect of exercise on the heart and circulatory system and other parts of the body and how he may build strength and endurance.
 2. The teacher's function is to guide, direct, assist, and stimulate the pupils in acquiring health knowledge and

3. It is advisable to have pupils keep an assignment notebook. Unless this is done, much of the lesson assignment is forgotten when a week elapses between periods. This should be only for the pupil's use. He should be taught how to take notes for his own benefit, from his readings and other work.
4. Assignments should include individual and committee reports, preparation of material for class discussion, etc. When time is limited, different groups may report on different phases of the topic under discussion.
5. Paragraphs and pages should be definitely assigned from the chapters in the different textbooks, as the content in chapters with similar headings varies so greatly that much time would otherwise be lost by the pupil's studying material not pertinent to the particular phase of the topic being studied.
6. The teacher should plan to make extensive use of visual aids, including school journeys.

E. Measuring Results

1. Suggestions for measuring results
 - a. The success of a health program can, in part, be measured by the improved health of the pupils, by improvement in their health behavior, and by desirable changes in their attitude toward healthful living.
 - b. Although some results in health achievements are difficult to determine, substantial progress has been made in this field. Teachers are urged to become acquainted with improved tests and procedures and to evaluate results of their use.
 - c. The most natural way to check on health conduct is to have someone make observations of the pupils' behavior. The findings of the teacher and nurse may serve as the best means for securing the cooperation of the parents. Parental cooperation is necessary to help meet the needs of the pupils whose improvement depends upon more than their own efforts.
2. Types of measurement
 - a. Improvement of personal health of the student
 - (1) Correction of health handicaps
 - (2) Reduction in absence due to illness
 - (3) Ability to assume responsibilities without undue fatigue
 - (4) Improvement in mental attitudes
 - b. Tests of knowledge: of anatomy and physiology, of hygiene, of certain skills necessary in activities relating to health
 - c. Tests of attitudes: of what one believes or thinks, of how one feels
 - d. Observation of health practices and attitudes: in classroom, cafeterias, gymnasiums, lavatories, school grounds

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